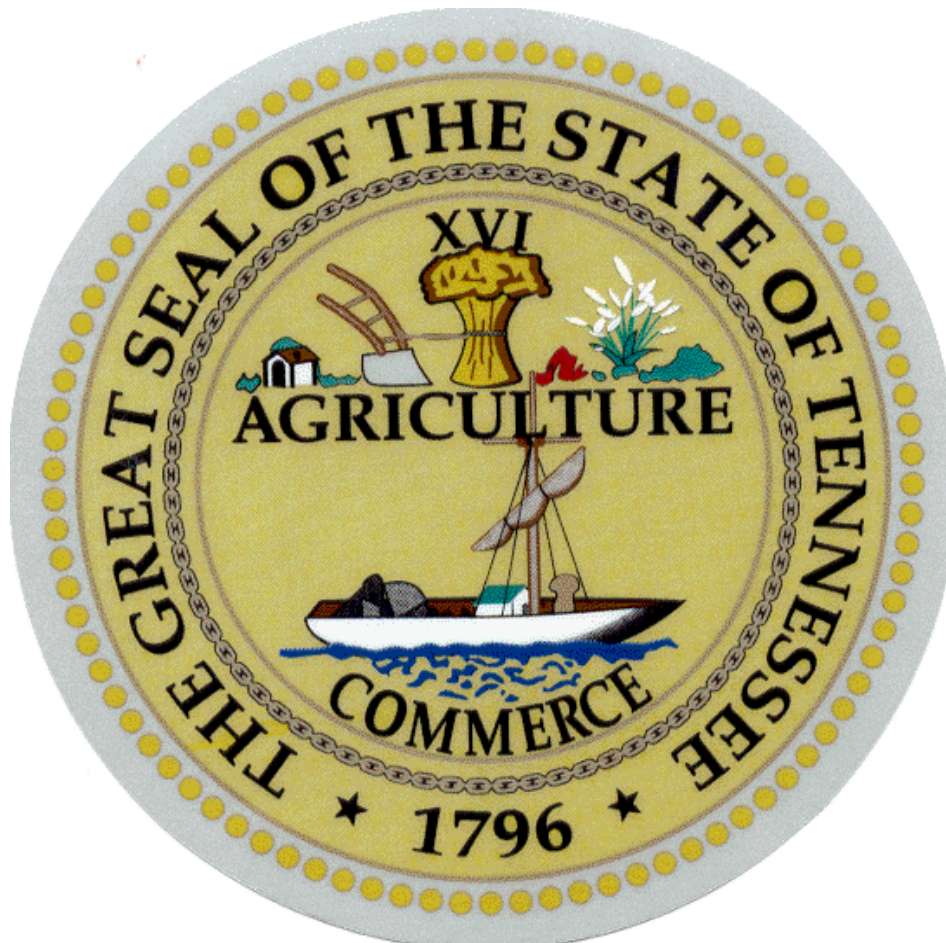


Annual Performance Report



**State of Tennessee
Department of Education
2002 – 2003**

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Cluster Area I: General Supervision

Question: Is effective general supervision of the implementation of the Individuals with Disabilities Education Act ensured through the State education agency's (SEA) utilization of mechanisms that result in all eligible children with disabilities having an opportunity to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE)?

Probes:

- GS.I** Do the general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the SEA, identify and correct IDEA noncompliance in a timely manner?
- GS.II** Are systemic issues identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions?
- GS.III** Are complaint investigations, mediations, and due process hearings and reviews completed in a timely manner?
- GS.IV** Are there sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the State?
- GS.V** Do State procedures and practices ensure collection and reporting of accurate and timely data?
- GS.VI** Are the needs of children with disabilities determined based on information from an appropriate evaluations?
- GS. VII** Are ESY services available across all categories and severities of disability?
- GS.VIII** Are special education placements based on each child's individual needs or is placement determined based on the state's funding formula?

State Goals:

Goal 1: Decisions in complaint investigations, mediations, and due process hearings and reviews, which result in corrective action are implemented in a timely manner.

Goal 2: All children will begin school ready to learn.*

Key Result Area 1 – Early Childhood Education

Goal 3 - All primary and middle grade students will achieve world class standards and enter high school ready for vigorous study.*

Key Result Area 2 – Primary and Middle Grades Education

Goal 4: Technology will be used to improve student learning and analyze data.*

Key Result 4 - Technology

Goal 5: Tennessee will provide adequate and equitable funding for Tennessee Schools.*

Key Result 9 - Funding

Goal 6: Eligible youth with disabilities in local juvenile & adult correctional facilities receive free appropriate public education (FAPE) and are offered the same rights under IDEA as youth with disabilities served by public agencies.

Goal 7: The teaching profession will attract well qualified individuals who complete strong professional preparation programs and continue to grow professionally.*

Key Result Area 5 – Teacher Education and Professional Growth

Goal 8: Children will receive appropriate ESY services within the needed populations in each school district.
(State Improvement Plan)

* Denotes goals that are consistent with the goals and indicators for children who are not identified as having a disability. Goals 2, 3, and 4 are directly related to Key Result Areas 3, 6, and 8 in the *2003 Master Plan for Tennessee Schools: Preparing for the 21st Century* document by the Tennessee State Board of Education.

Performance Indicators:

- GS.I** The general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the SEA, identify and correct IDEA noncompliance in a timely manner.
- GS.II** Systemic issues identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions.
- GS.III** Complaint investigations, mediations, and due process hearings and reviews are completed in a timely manner.
- GS.IV** There are sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the State.
- GS.V** State procedures and practices ensure collection and reporting of accurate and timely data.
- GS.VI** The needs of children with disabilities are determined based on information from appropriate evaluations and are not based on the state's funding formula.
- GS.VII** ESY services are available across all categories and severities of disability.
- GS.VIII** Special education placements are based on each child's individual needs and not determined based on the state's funding formula.

GS.I The general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the SEA, identify and correct IDEA noncompliance in a timely manner.

1. Baseline/Trend Data for GS.I: (for reporting period July 1, 2002 through June 30, 2003. Use Attachment 1 when completing this section.)

The Continuous Improvement Monitoring Process(CIMP) incorporates several instruments and procedures that are used to ensure compliance with state and federal laws. The process is a 4-year cycle for LEAs, requires file review, interviews, surveys and school visits. The process is built around a self-assessment system that requires data collection and analysis and planning for improvement. The CIMP focuses on many indicators that are results-oriented so it does not consider just procedural issues. Information provided throughout the Annual Performance Report has been collected through CIMP. The TN Department of Education commits considerable staff and resources to this process. The CIMP procedures and instruments are available online at www.Tennesseeanytime.org.

Through the CIMP Self-Assessment completed by each district during their first year of the 4-year continuous improvement cycle, data are analyzed for approximately 50 indicators. Districts self-assess and their findings are verified by TDOE CIMP Consultants. Districts are required to rate each indicator:

- **Yes:** Occurring systemically throughout the LEA, data sources agree, exceed minimum requirements. Concerns are limited to few, isolated situations; data sources agree; overall practice is legally compliant; data equal to state average or expected comparative data.
- **Partial:** Indications of system issues, data sources provide conflicting information; data are not equal to expected comparative data.
- **No:** Data sources agree and indicate non-compliance, policies and procedures are not implemented correctly throughout the LEA.

LEAs must address non-compliant issues. LEAs may prioritize their work on indicators "needing improvement." The TDOE provides technical assistance and expects continued improvement. TDOE has

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outlined an enforcement process if it is needed. Two years of CIMP were completed at the end of 2002-03. The data for the groups of LEAs is below.

TABLE 1.1

Group	# of LEAs	Total indicators required written responses	# of indicators required improvement by 20% or less
Group 1 (2001-2002)	43	42	30
Group 2 (2002-2003)	34	41	13
Group 3 (2003- 2004)	31		

The first group of 43 LEAs completed their self-assessments during the 2001-2002 school year. 42 indicators required responses. 30 indicators required improvement by 20% or less of the LEAs. The second group of 34 LEAs completed their self-assessment during the 2002-2003 school year. 41 indicators required responses. 13 indicators required improvement by 20% or less of the 34 LEAs.

- Correctional facilities –
 - Department of Children Services (DCS): During the 2001-02 SY (1/2 of DCS facilities monitored), 12 of 20 (or 60%) required improvement in this area. During 2002-03 SY (1/2 of DCS facilities monitored), 11 of 19 (or 57%) required improvement.
 - Department of Corrections (DOC): None at this time for the Department of Corrections (DOC). The first cycle will be completed during the 2003-2004 school year.
 - County/City adult jails: .30% - 33.3% monitored each school year within a three year cycle. Presently only 1/3 of the state has been monitored and surveyed. The first cycle was completed during the 2002-2003 school year. A survey and summary have been designed to gather information in order to identify baseline data.
- Dispute Resolution –Baseline/trend data for Dispute Resolution – Complaints, Mediations, and Due Process Hearings for three school years (2000- 2001/ 2001-2002/ 2002-2003) can be found in OSEP Attachment1 below.

OSEP ATTACHMENT 1

Cluster Area 1: General Supervision

Dispute Resolution-Complaints, Mediations, and Due Process Hearings Baseline/Trend Data

Ia: Formal Complaints						
(1)	(2) Number of Complaint s	(3) Number of Complaint s with Findings	(4) Number of Complaints with No Findings	(5) Number of Complaints not Investigated – Withdrawal or No Jurisdiction	(6) Number of Complaints Completed/ Addressed within Timelines	(7) Number of Complaints Pending as of 6/30/03
July 1, 2000 June	123	107	0	16	83	0

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30, 2001						
July 1, 2001- June 30, 2002	147	133	0	14	103	0
July 1, 2002- June 30, 2003	138	104	0	31	62	0

Ib: Mediations					
(1)	Number of Mediations		Number of Mediation Agreements		(6) Number of Mediation Pending as of 6/30/03
	(2) Not Related to Hearing Requests	(3) Related to Hearing Requests	(4) Not Related to Hearing Requests	(5) Related to Hearing Requests	
July 1, 2000 June 30, 2001	33	20	22	11	0
July 1, 2001- June 30, 2002	36	24	20	20	0
July 1, 2002- June 30, 2003	43	22	31	18	0
Ic: Due Process Hearings					
(1)	(2) Number of Hearing Requests	(3) Number of Hearings Held (fully adjudicated)	(4) Number of Decisions Issued after Timelines and Extension Expired	(5) Number of Hearings Pending as of 6/30/03	
July 1, 2000 June 30, 2001	72	10	8* * No evidence of Exten.	0	
July 1, 2001- June 30, 2002	74	13	6* * No evidence of Exten.	0	
July 1, 2002- June 30, 2003	64	13	0	0	

Analysis for GS.I:

Tennessee has developed and implemented a comprehensive method to determine whether schools are appropriately implementing Federal and State laws and regulations to ensure students with disabilities are provided free appropriate public education in the least restrictive environment. The method focuses not only on compliance, but also on student outcomes as a measure of the effectiveness of educational supports and services for students with disabilities. We believe the data continue to support this assessment.

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Other procedures are formal complaints, mediation and due process hearings. As indicated in OSEP Attachment 1 above, out of 107 complaints investigated during the 2002 – 2003 school year, 62 were investigated within timelines. There were 3 complaints pending as of 6/30/03, and there were 42 investigations that were not completed within the required timeframe. From July 1, 2002 – June 30, 2003, there were 43 mediations not relating to hearing requests, there were 31 mediation agreements. Of 22 mediations related to hearing requests, there were 18 mediation agreements. There were 64 due process hearing requests during 2002-2003, with 13 held and 3 pending as of 6/30/03. There were no decisions issued after timelines and extension expired.

Monitoring to Address Children in Adult Prisons - There are four adult correction facilities in the State that house youth who are eligible for special education. The Office of State Special Schools monitors all non-public facilities under the direction and supervision of the public agency and State operated facilities for compliance with Part B. These programs are monitored on a three-year cycle. The monitoring process includes on-site visits by the monitoring team. Those facilities found to have exceptions are required to submit a plan of corrective action within 30 days. The monitoring team conducts a follow-up site visit at six months to verify the implementation of the plan. A total of 28 schools were included in the 2001-2002 monitoring cycle. During 2001-2002 there were 12 individuals receiving special education services. These agencies were all monitored during the 2002-2003 school year.

Targets (Sections 2 and 4)	Explanation of Progress/Slippage For Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
GS.I The general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the SEA, identify and correct IDEA noncompliance in a timely manner.		
<p><u>Target(s) for July 2002-2003:</u></p> <p>1. <u>LEA monitoring</u>: To reduce improvement need by 10% for LEAs by the following year after the initial self assessment.</p> <p>2. <u>Correctional facilities</u> -</p> <p>a. <u>Department of Children Services</u>: To reduce the percentage of DCS facilities that need improvement to zero.</p> <p>b. <u>Department of Corrections</u>: Will be determined once baseline data is gathered.</p> <p>c. <u>County/city adult jails</u>: To increase the number of incarcerated youth who receive appropriate special education services.</p>	<p><u>P/S for July 2002-June 2003:</u></p> <p>1. <u>LEA monitoring</u>: For those LEAs monitored in 01-02 the % of indicators requiring improvement was reduced to 0-5% based on implementation of the LEAs Program Improvement Plan (PIPs).</p> <p>2. <u>Correctional facilities</u>:</p> <p>a. <u>Department of Children Services</u>: In 2001-02, 60% had an exception. In 2002-03, 57% of DCS' schools monitored had an exception. Therefore there appears to be signs of improvement in assessing youth for services and providing services outlined in the IEPs.</p> <p>b. <u>Department of Corrections</u>: NA.</p> <p>c. <u>County/city adult jails</u>: 2002-03 was the first year of monitoring and obtaining data.</p> <p>NOTE: (These students must meet the same requirements as those in regular high</p>	

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<p>To increase the number of incarcerated youth who receive an appropriate diploma.</p>	<p>schools to obtain a diploma or certificate. These requirements can be found at http://www.state.tn.us/sos/rules/0520/0520-01/0520-01.htm. Located under 0520-1-3-.06 GRADUATION, REQUIREMENT E.)</p>	
<p><u>Projected Target(s) for July 2003-June 2004:</u></p> <p>1. <u>LEA monitoring</u> -: Train LEAs on the need for “on-site” visits to correctional facilities (instead of merely sending letters) to communicate procedures and services available from the LEA for incarcerated youth.</p> <p>2. <u>Correctional facilities:</u></p> <p>a. <u>Department of Children Services</u> - Provide additional technical assistance concerning issues identified during monitoring such as assessment and IEP exceptions.</p> <p>b. <u>Department of Corrections</u> Identify those inmates that are 21 and under who have requested services from DOC.</p> <p>c. <u>County/city adult jails</u> –</p> <p>(1.) Increase number of incarcerated youth who are made aware of and receive special education services by June 2004.</p> <p>(2.) Increase number of students who successfully complete school and receive a diploma or certificate, as compared to data compiled for the 2002-03 SY.</p> <p>(3.) Conduct on-going needs assessment at facilities during the interview process</p>	<p><u>P/S for July 2003-June 2004:</u></p>	<p><u>Future Activities & Projected Timelines for July 2003-June 2004:</u></p> <p>1. <u>LEA monitoring</u> – Require LEA representatives to “visit” correctional facilities on-site to review procedures and services available from LEAs for incarcerated youth (2003-2004 School Year).</p> <p>2. <u>Correctional Facilities:</u></p> <p>a. <u>Department of Children Services</u> – Decrease in number of exceptions found for assessment and individual education programs (IEPs) by 10% by June 2004.</p> <p>b. <u>Department of Corrections</u> Analyze findings from the first round of monitoring during for 2002-03 SY</p> <p>c. <u>County/city adult jails</u> –</p> <p>(1.) To utilizes massive mail-outs to provide informative and pertinent information to all parties involved in this process. (Fall, 2004)</p> <p>(2.) By June 2005, there will be a 2% increase in the number of incarcerated youth who attain a GED, special education or regular diploma. Data gathered during the 2002-03 SY are in the process of being tallied. This information will be completed by the end of the month when a yearly report will be written. The desired levels of performance measure will be determined at the next Improvement Planning meeting.</p> <p>(3.) Continuation of training, and in-services (throughout the</p>

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conducted during the on-site visit and tour of the facilities.		year). <u>Resources</u> CIM self-assessments LEA Improvement Plans Dispute Resolution records Complain investigation records Mediation records
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GS.II Systemic issues are identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions.

1. Baseline/Trend Data for GS.II: (for reporting period July 1, 2002 through June 30, 2003.)

TABLE 1.2

	CIMP File Review Required Improvement	Complaint	Mediation	Due Process
Interagency Agreement	Not an Issue	Not an Issue	Not an Issue	Not an Issue
Participation/Progress in General Curriculum * IEP Development * Placement * Transition	Area to Improve	Area to Improve	Not an Issue	Not an Issue
Assessment/IEP Issues State/Private Schools	Area to Improve	Not an Issue	Not an Issue	Not an Issue

The Interagency Agreement was finalized on August 28, 2000. From then until the present, no LEA or department has requested to use the grievance procedure outlined in the document. Monitoring of adult corrections facilities began Fall 2002 on a three year cyclical basis.

Participation in General Curriculum: In order to ensure that children with disabilities participate and progress in the general curriculum (including pre-school children in appropriate activities), during the 2001-02 SY (1/4 of State monitored) 6 of 43 LEAs (or 14%) required improvement in this area. During the 2002-03 SY (1/4 of State monitored) 5 of 34 LEAs (or 15%) required improvement in this area. the compliance office.

State Agency, Private Schools & State Operated Programs: For 2002-03, 35 schools were monitored, 13 of 35 facilities had one or more exceptions relating to assessment or individual education program issues. In 2001-02, 13 of the 26 monitored had exceptions relating to assessment or individual education program issues.

Analysis for GS.II:

Specific issues to be addressed: (1) Review of Interagency Agreement, (2) general curriculum participation in LEAs and (3) IEP development and placement issues in State Agencies and Private Schools. In 2000-01, there were no interagency agreements with the Department of Corrections or monitoring procedures in place. Monitoring of the Department of Corrections began in the Fall of 2002.

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For those LEAs monitored in the 01-02 SY the improvement plans (PIPs) of the 6 LEAs requiring improvement were fully implemented with the end result being more participation of students in general curriculum settings. For those LEAs monitored in the 02-03 SY the improvement plans (PIPs) of the 5 LEAs requiring improvement were fully implemented with the end result being more participation of students in general curriculum settings - a slight improvement over the previous year.

In 2002-03, 35% of State Agency, Private Schools & State Operated Programs monitored had exceptions. In 2001-02, 46% had exceptions. Therefore there appears to be signs of improvement in assessing youth for services and providing services outlined in the IEPs.

Targets (Sections 2 and 4)	Explanation of Progress/Slippage For Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
GS.II Systemic issues identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions.		
<p><u>Targets for July 2002-June 2003:</u></p> <p>1. <u>Interagency Agreement</u> – All services are provided in a timely manner and are not delayed because of payment disputes for every child with a disability.</p> <p>2. <u>Participation in General Curriculum</u> - To reduce the the percentage of “general curriculum participation” improvement needs in LEAs to 5% or less.</p> <p>3. <u>State Agency, Private Schools & State Operated Programs:</u> Decrease the number of exceptions concerning issues related to assessment or individual education programs (IEPs) to zero.</p> <p>Increase number of students who successfully complete school and receive a diploma or certificate.</p>	<p><u>P/S For July 2002-June 2003:</u></p> <p>1. <u>Interagency Agreement</u> – Discussion meeting with Department of Corrections (DOC) planned to add that agency to the Interagency Agreement.</p> <p>2. <u>Participation in General Curriculum</u> -For those LEAs monitored in the 01-02 SY the improvement plans (PIPs) of the 6 LEAs requiring improvement were fully implemented with the end result being more participation of students in general curriculum settings. For those LEAs monitored in the 02-03 SY the improvement plans (PIPs) of the 5 LEAs requiring improvement were fully implemented with the end result being more participation of students in general curriculum settings. Showing signs of progress.</p> <p>3. <u>State Agency, Private Schools & State Operated Programs:</u> In 2002-03, 35% of schools monitored had an exception. In 2001-02, 46% had an exception. Therefore there appears to be signs of improvement in assessing youth for services and providing services outlined in the IEPs.</p> <p>These students must meet the same requirements as those in regular high schools to obtain a diploma, or certificate. These requirements can be found at http://www.state.tn.us/sos/rules/0520/0520-01/0520-01.htm. Located under 0520-1-3-.06 GRADUATION, REQUIREMENT E.</p>	

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<p><u>Projected Targets for July 2003-June 2004:</u></p> <p>1. <u>Interagency Agreement</u> – Complete review of Interagency Agreement by June, 2004 to ensure that all areas are current.</p> <p>2. <u>Participation in General Curriculum</u> - By the end of the 2003-04 SY the improvement plans of all LEAs (who have been self assessed/monitored) will be initiated and reviewed by the Division for adequacy of progress or lack thereof.</p> <p>NOTE: The State uses “follow up” validations to determine the effectiveness of all improvement actions taken by LEAs. If LEAs do not implement actions they have adopted in their Plans or have not implemented them within timelines they have set, sanctions will be imposed on the LEA. These may include withholding of one or all of the following: educational funding, school approval (SA) for the entire LEA (SA is awarded by the State based on LEAs meeting required criteria), or removal of students from the State’s Special Education Census (which has a funding effect) until issues are resolved. These issues usually relate to IEPs or Evaluations being out of date or insufficient.</p> <p>3. <u>State Agency, Private Schools & State Operated Programs:</u> Decrease in number of exceptions found for assessment and individual education programs (IEPs) by 10%.</p> <p>Increase number of students who successfully complete school and receive a diploma or certificate.</p>	<p><u>For July 2003-June 2004:</u></p>	<p><u>Future Activities & Projected Timelines for July 2003-June 2004:</u></p> <p>1. <u>Interagency Agreement</u> – Meet with Department of Corrections (DOC) for discussion about adding DOC to Interagency Agreement. Reviewed and completed by September, 2004.</p> <p>2. <u>Participation in General Curriculum</u> Continued student record reviews to ensure documentation of placement and schedules, on-site interviews of school staff and classroom visits to verify participation of students as documented in records. On-site validations to begin with the LEAs monitored during the 2003-04 SY.</p> <p>3. <u>State Agency, Private Schools & State Operated Programs:</u> Decrease in number of exceptions found for assessment and individual education programs (IEPs) by 10% by June, 2004.</p> <p>Increase number of students who successfully complete school and receive a diploma or certificate, as compared to data compiled for the 2002-03 SY.</p> <p><u>Resources:</u> Interagency Agreement 21 and under list (Corrections) Incarcerated youth information from monitoring of individual</p>
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		LEAs LEA monitoring Reports State Operated Programs Monitoring Reports Private Schools Monitoring Reports State Agency Monitoring Reports
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GS.III Complaint investigations, mediations, and due process hearings and reviews are completed in a timely manner.

1. Baseline/Trend Data for GS.III: *(for reporting period July 1, 2002 through June 30, 2003.)*

Please refer to OSEP Attachment 1 under GS.I. for data. Attachment 1 data indicate that complaints are not completed in a timely manner. Of 104 complaints with findings, 62 complaints were completed/addressed within timelines. OSEP Attachment 1 data support the conclusion that due process hearings were completed in a timely manner for 2002 – 2003, however; during 2000 – 2002 there were fourteen (14) decisions issued after timelines had expired (no evidence on tracking log of extension request). During the August 2003 OSEP Monitoring Visit, a sample of seven (7) due process hearings were reviewed. All seven (7) went over the 45-day timeline, or there was no record of extensions being requested, granted or the specific amount of time granted.

Analysis for GS.III:

- Complaints - Forty (40%) of all complaints with findings during FY 2002-2003 exceeded the timeline. From Jan-July 2002, twenty (20) complaints exceeded the required timeline. From Jan-July 2003, four (4) complaints exceeded the required timeline.
- Mediation – There has been an increase of approximately 10–15 % in the number of requests for mediation over the past three years (2000 – 2003). Agreements were reached in 65–75 % of the mediations conducted.
- Due Process - OSEP Attachment 1 data support the conclusion that due process hearings are completed in a timely manner. All but one hearing was completed within the timeline or an extension was granted to the parties for FY 2002-03.

Targets (Sections 2 and 4)	Explanation of Progress/Slippage For Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
GS.III Complaint investigations, mediations, and due process hearings and reviews are completed in a timely manner.		
<u>Target(s) for July 2002-June 2003:</u> 1. <u>Complaints</u> – Decrease the number of complaints that exceed the timeline so that all complaints will be resolved within required timelines	<u>P/S for July 2002-June 2003:</u> 1. <u>Complaints</u> - The first seven months of 2003 (Jan-July) has seen an 80% decrease in the number of complaints exceeding the required timeline. The use of a “Warning Letter”	

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<p>2. <u>Mediation</u> – It is anticipated there will be a 5 % increase during 2002-03, in the utilization of the Mediation Process as a means of resolving disputes.</p> <p>3. <u>Due Process</u> -</p> <p>All due process hearings will be completed within forty-five (45) days or extension and performance contract terms will be met (i.e., an extension wshall be for specific periods of time after which the hearings will resume, final orders must be mailed within thirty (30) days of post hearing briefs.</p>	<p>was instituted in April 2003. This has contributed to the reduction in complaints exceeding the required timeline.</p> <p>An additional Compliance Consultant was assigned to complaints as of July 28, 2003.</p> <p>2. <u>Mediation</u> – Training for mediators was provided during the 2002-03 school year.</p> <p>3. <u>Due Process</u> – Training for Hearing Officers was provided October 28-29, 2002. Statewide training for administrators and attorneys in special education was provided in October and December of 2002.</p> <p>The Order of Continuance form was developed for use during the 2003-2004.</p>	
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<p><u>Projected Target(s) for July 2003-June 2004:</u></p> <p>1. <u>Complaints</u> - 90% of</p> <p>Administrative Complaints will be resolved within required timelines during FY 2003-2004.</p> <p>2. <u>Mediation</u> – Same as target above.</p> <p>3. <u>Due Process</u> – Same as targets above.</p>	<p><u>P/S for July 2003-June 2004:</u></p>	<p><u>Future Activities & Proposed Timelines for July 2003-June 2004:</u></p> <p>1. <u>Complaints</u> - Establish sanctions that will be imposed upon school systems that fail to respond to a complaint in a timely manner resulting in the required timeline being exceeded (October, 2003).</p> <p>Communicate this policy to school systems via memo from Assistant Commissioner of Special Education (October, 2003).</p> <p>Communicate this policy to school systems via the initial letter sent with a copy of each complaint to system personnel (October, 2003).</p> <p>Initiate sending letter imposing sanctions on the sixty-first (61st) day after receipt of the complaint, sanctions are to remain in place until the complaint is resolved to the Department of Education's satisfaction (October 1, 2003).</p> <p>2. <u>Mediation</u> – Training for mediators will be provided during March 2004.</p> <p>3. <u>Due Process</u>-</p> <p>New paperwork requirements related to hearing extensions will be put into place. A <i>Model Order of Continuance</i> will be employed to add uniformity and continuity to this process immediately beginning October, 2003, with training provided all hearing officers on this process.</p> <p>Five days of training for Hearing Officers will be provided during 2003-2004, two days being in state Fall of 2003, and three days National training. Statewide training for administrators and attorneys in special education will be provided in December of 2003.</p> <p><u>Resources</u></p>
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		<p>CIM self-assessments TN Improvement Plan Response LEA Improvement Plans Dispute Resolution records Complain investigation records Mediation records</p>
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Attachment for GS III:

BEFORE THE TENNESSEE DEPARTMENT OF EDUCATION

IN THE MATTER OF:)
XXXXXXXXXXXXXXXXXXXX)
 PETITIONER)
v.) **No. XX-XX**
)
XXXXXXXXXXXX **BOARD OF EDUCATION**)
 RESPONDENT)

ORDER OF CONTINUANCE

BE IT KNOWN. A continuance of _____ days is granted at the request of XXXXXXXX (state position, i.e. parent, attorney for the parent, attorney for the school system) and XXXXXXXX (state position, i.e. parent, attorney for the parent, attorney for the school system) is in agreement with said continuance.

The due process hearing in the above styled case will resume at _____, on _____, (location)
(date)

IT IS SO ORDERED THIS ____ DAY OF _____, 200X.

XXXXXXXX X. XXXXXXXX

ADMINISTRATIVE LAW JUDGE

CERTIFICATE OF SERVICE

I hereby certify that a copy of the foregoing ORDER OF CONTINUANCE has been sent by first class mail this ____ day of _____ 200X to the following:

PETITIONER / ATTORNEY FOR PETITIONER: — Name & address —

RESPONDENT / ATTORNEY FOR RESPONDENT: — Name & address —

DIVISION OF SPECIAL EDUCATION, Tennessee Department of Education, 5th Floor, Andrew Johnson Tower, 710 James Robertson Parkway, Nashville, TN 37243-0380.

XXXXXXXX X. XXXXXXXX
ADMINISTRATIVE LAW JUDGE

GS.IV There are sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the State.

1. Baseline/Trend Data for GS.IV: (for reporting period July 1, 2002 through June 30, 2003.)
 - a. Increase in the number of teachers and other related service personnel serving students with disabilities in Tennessee local School Systems for School Years 2000-01 and 2001-02

TABLE 1.3

	School Year 2000-01	School Year 2001-02	School Year 2002-03
Teachers			
Ages 3-5	305	355	388
Ages 6-21	4,747	5,039	4,950
Other SE and Related Services Personnel	7,258	8,085	5,338
Total	12,311	13,480	14,615

(Data Source: End of Year Report for Comprehensive Plan for Providing Special Education Services, FY'01 and '02)

- b. Teachers without proper licensing:

TABLE 1.4

	2000-01	2001-02	2002-03
Waivers	382	335	273
Permits	332	366	375

(Table 3, Staff Positions Used to Serve Students with Disabilities in Tennessee LEAs in Full Time Equivalents, Advisory Council Annual Report, July 2002 - June 2003)

- c. Qualification Levels of Special Educators

TABLE 1.5

School Year	Full Certification	Teachers with Waivers	Teachers with Permits
2000-2001	5052	382	332
2001-2002	5394	335	366
2002-2003	5338	273	375

(Table 4, Staff Positions Serving Students with Disabilities filled with Individuals without Proper Licensing, Advisory Council Annual Report, July 2002 - June 2003)

Waiver of Employment Standards

Permission granted to a local school system to employ one who holds a valid teaching license but does not have the appropriate endorsement. A waiver may be granted when the school system is unable to obtain the services of a qualified teacher for the type and kind of school in which the vacancy exists.

Permit to Teach

Permission granted to a local school system to employ one who does not hold a valid teaching license when the system is unable to obtain the services of a qualified teacher for the type and kind of school in which the vacancy exists.

- d. LEA Monitoring. Number of LEAs needing improvement in permits/waivers as identified through the CIMP Self Assessment 11 of 43 (26%), 2001-2002; 7 of 34,(21%) 2002-2003.

Analysis for GS.IV:

During the State Self-Assessment process, the Steering Committee and Department staff determined that the number of special education teachers, service coordinators, and other personnel without full certification is increasing. Recruitment and retention strategies were proposed in the Improvement Plan with recommendations for review of the State's system for determining and tracking the availability of personnel.

The State Advisory Council for the Education of Students with Disabilities recognizes the need for sufficient numbers of appropriately trained staff to meet identified educational needs of children with disabilities in the State. Advisory Council Goal 2 proposes to: *Improve the quality and increase the number of qualified personnel serving students with disabilities*. Staffing issues in the field of special education such as supply/demand and incentives, which influence recruitment and retention, have been studied by the Department with the following actions taken:

- Annual review of waivers granted to teachers of special education by endorsement area.
- Course work in special education provided for teachers on waiver.
- Collaboration with Historically Black Institutions of Higher Education to support recruitment of minority teacher candidates and provide special education pre-service training leading to licensure in special education.
- Licensure of educational interpreters who work with students with hearing impairments now in effect.
- The department employed personnel to work in the area of teacher retention/recruitment statewide.

LEA Monitoring. CIMP Self Assessment has resulted in LEAs carefully reviewing staffing numbers. This has led to increased recruiting, teacher training, and an increase in proper teacher certifications through PIP implementation.

Targets (Sections 2 and 4)	Explanation of Progress/Slippage For Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
GS.IV There are sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the State.		
<u>Target(s) for July 2002-June 2003:</u> No waivers by School Year 2013-14, NCLB State Plan. (Advisory Council Goal 2: <i>Improve the quality and increase the number of qualified personnel serving students with disabilities.</i>)	<u>P/S for July 2002-June 2003:</u> It appears that progress is being made in both areas of increased supply of trained personnel and reduction in teachers with waivers. Implementation Team will meet to address process of data analysis and review trend data to plan future improvement activities.	

<p>LEA Monitoring: Reduce the percentage of sufficient staff needs to 0-5%.</p>	<p>From the Master Plan for TN Schools, 2002, State Board of Education, Key Result Area 5, Current Status: <i>Teacher preparation is a lifelong continuum of professional growth. Rigorous teacher education programs are attracting more teacher candidates of high quality. However, teacher shortages are developing in some teaching areas, geographic locations, and areas with low performing schools. The number of minorities graduating and entering teaching is improving but is still too low. While the teaching force is stable with a low 6% turnover rate overall. Tennessee loses almost half of its new teachers in the first five years.</i></p> <p>LEA Monitoring: For those LEAs monitored in the 2001-02 SY the improvement plans (PIPs) of the 11 LEAs requiring improvement were fully implemented with the end result being some increase in sufficient numbers of staff. Progress or slippage for those LEAs monitored in the 2002-2003 SY will be determined in Spring 2004.</p>	
<p><u>Projected Target(s) for July 2003-June 2004:</u></p> <p>Reduce waivers and permits by 1.5% per year.</p>	<p><u>P/S for July 2003-June 2004:</u></p>	<p><u>Future Activities & Projected Timelines for July 2003-June 2004:</u></p> <p>(1) Annual review of waivers granted to teachers of special education by endorsement area through off-site monitoring, end-of-year reports, <i>Local Plans for Provision of Special Education</i>, and waiver requests, by August, 2004.</p> <p>Review the State's system for determining and tracking the availability of personnel and its implications and impact on services for children by August 2004.</p> <p>(2) Expand current coursework in special education for teachers on waiver by 2004 – 2005 School Year.</p> <p>(3) Continue course work</p>

		<p>throughout the school year in speech/language to meet federal mandate; (Ongoing)</p> <p>(4) Collaboration with Historically Black Institutions of Higher Education (IHEs) to support recruitment of minority teacher candidates; and</p> <p>(5) Support licensure of educational interpreters who work with students with hearing impairments through continued training institutes.</p> <p>(6) In addition to support for coursework as outlined in 5 above, the Department continues to seek means to increase availability of resources to meet the current in-service/pre-service needs of special education, general education personnel and parents.</p> <p><u>Resources</u> NEC*TAS MSRRC DSE Staff, TEIS Principal Investigators Service Providers Institutions of Higher Education State Board of Education Advisory Council State Improvement Grant</p>
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GS.V State procedures and practices ensure collection and reporting of accurate and timely data.

1. Baseline/Trend Data for GS.V: *(for reporting period July 1, 2002 through June 30, 2003.)*

Tennessee provides LEAs with timelines for data collection for the upcoming school year during the May Spring meetings for special education supervisors. The appropriate tables are placed on our website in early November for the December tables and in April for the End of the Year Report (EOY). The federal reports are web based information for those LEAs who have chosen to participate in this. Those who do not participate, submit paper reports. The state reports, which comprise most of the EOY Report is a paper report at this time.

TABLE 1.6

Timelines	
November 6, 2002	Information placed on special education website for LEAs to download and read for December Census Report
December 13	Deadline for LEAs submitting active student data files to SDE for Dec. Report
January 25, 2003	Deadline for all verifications and additional data.
January 30	December Census Report data submitted to OSEP
April 14	Information placed on special education website for LEAs to download and read for EOY Reports

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June 30	Data due from all LEAs to submit their End of Year Reports (federal required tables)
August 1, 2004	Data due from all LEAs to submit their End of Year Reports (state required tables)

CIMP Self Assessment of LEAs includes these timelines	
September 30	Self-Assessment updates, plans and training for LEAs in Yr 1 of the CIMP
November 1 – February 28	First year on site assistance by CIMP consultants in completing self assessment
March 1 – April 15	CIMP Consultants review self-assessments, ask question, verify data, and return documents to LEAs for needed changes.
April 15 – May 15	Final validation of changes and data source review
May 15 – June 1	Self-assessment and PIP final approval and exit conferences by CIMP consultants

Analysis for GS.V:

The Department proposed to OSEP a plan (GSEG) to support the implementation of an effective Continuous Improvement Focused Monitoring System and Improvement plan at the State level through the development of a new, integrated, student-level, locally-entered, web-based, and state-wide database of IDEA –eligible infants, toddlers, children and youth.

Targets (Sections 2 and 4)	Explanation of Progress/Slippage For Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
GS.V State procedures and practices ensure collection and reporting of accurate and timely data.		
<u>Target for July 2002-June 2003:</u> May, 2003 - Submit a General Supervision Enhancement Grant (GSEG) to update our MIS database and to collect data that is not included in the State Student Management System (SSMS).	<u>P/S for July 2002-June 2003</u> N/A	
<u>Projected Targets for July 2003-June 2004:</u> TN was awarded a one year General Supervisor Enhancement Grant (GSEG). This project supports the implementation of an effective Continuous Improvement Focused Monitoring system and Improvement Plan at the State level through the development of a new, integrated, student-level, locally-entered, web-based, and state-wide database of IDEA-eligible infants, toddlers, children and youth. Monthly Management Team Meetings will begin October of 2003.	<u>P/S for July 2003-June 2004</u>	<u>Future Activities & Projected Timelines for July 2003-June 2004:</u> 1. Determine GSEG Management Team by February, 2004. 2. Hire personnel for GSEG by May, 2004. 3. Determine needs that are not covered under SSMS fields for Part B & Part C by April, 2004. <u>Resources</u> State Board Master Plan DOE Strategic Plan Interagency Agreements Quantitative data (Part C and B) TEIS Contract Monitoring Reports End of Year Reports

		State Data Management System GSEG Grant
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GS.VI The needs of children with disabilities are determined based on information from appropriate evaluations.

1. Baseline/Trend Data for GS.VI: *(for reporting period July 1, 2002 through June 30, 2003.*

The Tennessee Steering Committee determined that this was an area that needs continued oversight. Therefore, it has been carried over from Tennessee's Improvement Plan.

a. Part C baseline-

- For current information refer to Table 2.1 in the Early Childhood Transition cluster.
- FY 00-01 - 2,595 children exited the Part C system at age 3
 - 1896 children were Part B eligible
 - 345 children did not have Part B eligibility determined at the time of exiting the system. FY00-01 345 children whose Part B eligibility not determined show a slippage from 9% to 13% (the state is currently identifying the options to address the increase in the number of children whose eligibility is not determined by age three).
- FY 99-00 – 200 children did not have Part B eligibility determined at the time of exiting the system

b. Part B baseline data-

For the 2002-03 SY, 10 of 34 (1/4 of state) systems required improvement concerning children receiving timely evaluations. Ten (10) of 34 systems (1/4 of state) required improvement concerning children receiving timely re-evaluations. For the 2001-02 SY, 17 of 43 (1/4 of state) systems required improvement concerning children receiving timely evaluations. Twenty-one (21) of 43 systems (1/4 of state) required improvement concerning children receiving timely re-evaluations.

Analysis of GS. VI:

Targets (Sections 2 and 4)	Explanation of Progress/Slippage For Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
GS.VI The needs of children with disabilities are determined based on information from appropriate evaluations.		
<u>Target(s) for July 2002-June 2003:</u> 1. Track Monitoring data to compare to previous year.	<u>P/S for July 2002-June 2003:</u> 1. From the results of Part B monitoring, it appears that there is progress being made. We believe in large part due to additional emphasis placed on timely evaluations and re-evaluations during in-services, presentations and presentation of revised forms & materials for dissemination.	

2. Extract Data from the LEAs 2002-03 End of Year (EOY) report and Part B Monitoring Program Improvement Plans (PIP) for additional baseline information and determine future areas to target.	2. TBD	
<u>Projected Target(s) for July 2003-June 2004:</u> 1. Modification of Part C Quantitative Data system 2. Identify areas of greatest slippage 3. Focus monitoring where needed for Part B eligibility determined or not determined 4. Monitor complaints related to early childhood transition. 5. Increase collaboration between Part C and Part B Monitoring systems.	<u>P/S for July 2003-June 2004:</u>	<u>Future Activities & Projected Timelines for July 2003-June 2004:</u> 1. Continue with presentations to school systems, and during special education conferences. (Ongoing) 2. Provide training and technical assistance to the identified LEAs. 3. Release of resource packets to be used as reference material for school pshchologists. (November, 2003) 4. Compile data on a quarterly basis for review. 5. Part C & Part B Consultants will begin monitoring & reviewing data as a team for Early Childhood transitioning issues such as appropriate evaluations. <u>Resources</u> Annual Child Count Data, Bi-annual review of Quantitative Data, Section VI (Part C), Three Year monitoring cycle for Part B & C

GS. VII: ESY services are available across all categories and severities of disability.

The Tennessee Steering Committee determined that this was an area that needs continued oversight. Therefore, it has been carried over from Tennessee's Improvement Plan.

1. Baseline/Trend Data & Analysis for GS.VII: *(for reporting period July 1, 2002 through June 30, 2003.)*

For 2001-02 – Of forty-three (43) LEAs (1/4 of the state) self assessed, five (5), or 9% indicated a need for improvement in this area. For the 2002-03 SY, three (3) of thirty-four (34) LEAs (1/4 of state) self assessed, four (4) or 12% indicated a need for improvement in this area.

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Targets (Sections 2 and 4)	Explanation of Progress/Slippage For Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
GS.VII ESY services are available across all categories and severities of disability.		
<u>Target(s) for July 2002-June 2003:</u> 1. A table will be added to the End of Year Report to collect ESY data by grade and disability. 2. To decrease local monitoring findings of “number of LEAs needing improvements” through LEA self assessment to 2%..	<u>P/S for July 2002-June 2003:</u> 1. Until now, there has not been a consistent uniform state-wide mechanism for collecting ESY data. This information is now requested in the End of Year report that all LEAs must complete. 2. Progress has been made through intensive trainings and assistance as evidenced by information received from LEA self assessments.	
<u>Projected Target(s) for July 2003-June 2004:</u> 1. Determine baseline data & identify LEAs in need. 2. Use data from the 2002-03 SY as a baseline for reviewing the extent to which public agencies provide ESY services in order to determine the acceptable measure of improvement on a yearly basis 3. Compare CIMP figures to EOY figures for verification and validation of numbers received by the state from LEAs. 4. Identify LEAs who show no services being received to ensure that ESY services are being considered when appropriate.	<u>P/S for July 2003-June 2004:</u>	<u>Future Activities & Projected Timelines for July 2003-June 2004:</u> 1. The ESY data is being tabulated for the 2002-03 school year a baseline will be provided when information is complete. Data for 2003-2004 will also be tabulated by Fall 2004. 2. Provide in-service and/or technical assistance on this topic to individual LEAs as needed and if a statewide need is realized once numbers are tabulated, offer statewide trainings. 3. Partner with parties outside the Department, such as advocacy groups and training organizations, to assist in identifying potential ESY problems to various groups. 4. Provide ESY training packets to parents, administrators, teachers, advocacy groups, etc. concerning ESY services. <u>Resources</u> DSE Offices including: Management Services Compliance Services and Monitoring and Legal Services

GS.VIII Special education placements are based on each child's individual needs and not determined based on the state's funding formula.

1. Baseline/Trend Data: (for reporting period July 1, 2002 through June 30, 2003.)

(a). There is a much higher number of students with MR, ED, and Multiple Disabilities in 60% SE Settings, and high to much higher number of students in these disability categories in 21-60% SE Setting, with a lower to much lower number of students in these disability categories in less than 20% SE Settings in TN as compared with the National numbers. (*Alliance for Systems Change/ Mid-South Regional Resource Center – 2003 State of the Region Report for TN based on data for 1990 - 2001*).

(b). Current state funding formula may provide financial incentive for more restrictive placements and programming. (*TN IDEA Continuous Improvement Plan, July 2002, Area of Concern XVII.A*). According to findings for the more restrictive placements, more funding is available, **however**, local education agencies must contribute additional local funds. Therefore, it is not an incentive to place children in more restrictive settings for the purpose of additional funding.

(c). Caseload baseline for funding-

The Tennessee Steering Committee determined that this was an area that needs continued oversight. Therefore, it has been carried over from Tennessee's Improvement Plan.

The General Assembly mandated the State Board of Education to work with the Department in developing caseload/ class size caseloads for special education. The Board developed a policy establishing class sizes April, 2002 which became effective in the 2003-2003 school year. A Task Force has been established to review the implementation of this policy and consider recommendations for special education teacher caseloads.

Analysis of GS.VIII:

Targets (Sections 2 and 4)	Explanation of Progress/Slippage For Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
GS.VIII Special education placements are based on each child's individual needs and not determined based on the state's funding formula.		
<u>Target(s) for July 2002-June 2003:</u> 1. Decrease number of students with significant challenges in more restrictive settings 2. Increase the number of children with significant challenges educated with nondisabled peers in lesser restrictive settings, including preschool.	<u>P/S for July 2002-June 2003:</u> Data by disability and settings has been charted and graphed; with areas of concern highlighted (those areas are described in 1. Baseline/Trend Data). Further study will be required to determine the actual settings of students receiving 21-60% special education service. It is necessary to determine the actual time students with disabilities are educated with non-disabled peers, including preschool. It is also difficult at this time, without more extensive data analysis, to	

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	determine the impact of the funding formula on individual placements.	
<p><u>Projected Target(s) for July 2003-June 2004:</u></p> <p>1. Determine what, if any, impact the TN funding formula has toward placing children in more restrictive settings.</p> <p>2. Decrease number of students with significant challenges in more restrictive settings</p> <p>3. Increase the number of children with significant challenges educated with nondisabled peers in lesser restrictive settings, including preschool.</p> <p>4. Further analysis of the settings provided students with mental</p>	<p><u>P/S for July 2003-June 2004:</u></p>	<p><u>Future Activities & Projected Timelines for July 2003-June 2004:</u></p> <p>1. Collect and analyze state and local data to determine if current funding formula encourages more restrictive placements. Analysis of data on settings by disability from the Dec. 1 Census Report & CIMP Findings by Dec. 1, 2003.</p> <p>2. For the 2003-04 SY, a table generated from data reported by the MSRRRC 2003 <i>State of the Region Report for TN</i> will be used to analyze the Part B LRE data presented by each of the 14 disability types and the 8 settings required by IDEA 97.</p> <p>3. (a). Use data from the 2002-03 SY as a baseline for reviewing the extent to which students with disabilities are placed in least restrictive environments.</p> <p>3. (b) Ensure that funding is adequate to support special education caseload and class size standards in special education and general education classrooms. (State Board Master Plan – Key Result Area 9.3) Determine if there is impact of funding on the placement of students with disabilities in more restrictive placements by October, 2005.</p> <p>A Task Force has been established to review the implementation of the State Board Caseload/ Class Size Policy and consider recommendations for special education teacher caseloads. Recommendations are expected during the 2004-2005 school year.</p> <p>4. Continue and enhance training and technical assistance provided</p>

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<p>retardation, emotional disturbance, and multiple disabilities to determine the extent students (1) have access to the general curriculum, and (2) are educated with non-disabled peers.</p>		<p>to LEAs/programs through the LRE for LIFE and RISE Projects which promote inclusive practices. Training on placement of students with significant challenges with non-disabled peers during the 2003-04 SY.</p> <p><u>Resources</u> MSRRC State Board of Education DOE Staff LRE for LIFE RISE</p>
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Cluster Area II: Early Childhood Transition

Question: Are all children eligible for Part B services receiving special education and related services by their third birthday?

State Goal: (for reporting period July 1, 2002 through June 30, 2003.)

All children will begin school ready to learn.*

Key Result Area 1 – Early Childhood Education

* Denotes goals that are consistent with the goals and indicators for children who are not identified as having a disability.

Performance Indicator(s): (for reporting period July 1, 2002 through June 30, 2003.)

ECT1: All children eligible for Part B services will receive special education and related services by their third birthday.

1. Baseline/Trend Data & Analysis: (for reporting period July 1, 2002 through June 30, 2003. *Use Attachment 1 when completing this cell.*.)

a. Part C, Child Count Exit Data:

TABLE 2.1

Total Number of Children Exiting Part C at age 3 that are eligible for services under Part B.

	02-03	01-02	00-01	99-00
Total # children exiting Part C at age 3	2,190	3,119	2,595	2,206
Total number of children exiting Part C at age three who are eligible for Part B	1,508	2,240	1,896	1,676
Percentage of children who exited Part C at Age three who were determined eligible for Part B.	69%	72%	73%	76%

In a sampling of the transition conference forms submitted to the Division of Special Education:

- For FY 00 sample, LEA participation was indicated in 474 of 485 Transition Conferences.
- For FY 01 sample, LEA participation is indicated on 569/592 Conferences. (Note: 15 families in this sample did not consent to referral to the LEA and one family relocated).

2002-03 TEIS Quantitative Data indicates consistent Part C/LEA participation in Transition Conferences for children exiting the Part C system. FY 02-03 is the first year that this data was included in the Quantitative Data system. Table 2.2 shows the percentage of participation for TEIS and LEA in Early Childhood Transition Conferences for July 1, 2002-June 30, 2003 indicates that:

TABLE 2.2

Total Transition Conferences	1,596	% participation
# of times TEIS Representative participated	1,394	87
# of times LEA Representative participated	1,268	80

Part C Parent Survey Data:

Transition Survey Item:

Question: Are you getting enough support from TEIS during the transition process from the early intervention system as your child turns age 3?

TABLE 2.3

	Total Surveys Distributed	% Return	Total Responses to Item	Yes	%	No	%
2000-2001	482	31%	63	59	94%	4	6%
2001-2002	1031	26%	161	150	93%	11	7%
2002-2003	1102	31%	195	175	90%	20	10%

While the percentage of families who are reporting that the level of support in Part C is insufficient, three-year data does suggest an upward trend in the number of families who feel that needed support is not available. The current survey structure does not provide adequate insight into the family's perceptions of what constitutes "support" or why they feel that support is not available.

- b. In Part B, for the 2002-03 SY, out of 138 formal complaints, 2 were filed due to lack of service by the child's third birthday. Refer to OSEP Attachment 1 below.

CIMP Monitoring of LEAs

During the 2001-2002 school year, 24 of 34 LEAs monitored required improvement in the provision of appropriate services to eligible children by their third birthday (56%).

During the 2002-2003 school year, 7 of 34 LEAs monitored required improvement in the provision of appropriate services to eligible children by their third birthday (21%).

The percentage of eligible children enrolled in appropriate LEA preschool programs by their birthday is an important area of concern in TN. Data identifying the means by which these children come into LEAs (i.e. child find or early intervention programs) as well as whether or not services were in place by the third birthday requires improvement before this area will be fully analyzed and effective improvement efforts put in place.

OSEP ATTACHMENT 1**Cluster Area II: Early Childhood Transition****Dispute Resolution-Complaints, Mediations, and Due Process Hearings Baseline/Trend Data**

1a: Formal Complaints						
(1) School Year	(2) Number of All Complaints	(3) Number of Complaints with Findings	(4) Number of Complaints with No Findings	(5) Number of Complaints Not Investigated Withdrawn or No Jurisdiction	(6) Number of Complaints Completed/Addressed within Timelines	(7) Number of Complaints pending as of 6/30/03
2002-	2	2	0	0	0	0

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2003						
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1b: Mediations					
Number of Mediations			Number of Mediation Agreements		
(1) July 1, 2002-June 30, 2003	(2) Not Related to Hearing Requests	(3) Related to Hearing Requests	(4) Not Related to Hearing Requests	(5) Related to Hearing Requests	(6) Number of Mediations as of 6/30/03
TOTALS	0	0	0	0	0

1c: Due Process Hearings				
(1) July 1, 2002-June 20, 2003	(2) Number of Hearing Requests	(3) Number of Hearings Held (fully adjudicated)	(4) Number of Decisions Issued after Timelines and Extension Expired	(5) Number of Hearings Pending as of 6/30/03
TOTALS	0	0	0	0

Targets (Sections 2 and 4)	Explanation of Progress/Slippage For Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
ECT1: Are children eligible for Part B services will receive special education and related services by their third birthday?		
<u>Targets for July 2002-June 2003:</u> 1. There will be an increase in the number of children exiting Part C services who receive services by their third birthday. The capacity of the current data system is insufficient to provide comprehensive data in this area at this time.	<u>P/S for July 2002-June 2003:</u> 1. Cannot determine as baseline data is not available. Through monitoring, of 24 PIPs written in the 2001-2002 school year, all have been initiated &/or completed satisfactorily. Progress /slippage on the 7 plans written in the 2002-2003. School year will be determined in the spring of 2004.	NOTE: TN was awarded a General Supervision Enhancement Grant beginning October 2003. In collaboration with revamping of the State's Student Management System (SSMS), a comprehensive data system is being developed that covers the Birth – 21 age range. Resources: Mid-South RRC; TN DOE; Target date for initial pilot: October 2004 A focused monitoring will be conducted by Part B and Part C monitoring staff in 1/3 of the State's LEAs that will include review of Part C transition data and preschool file reviews to obtain sampling data to determine the percentage of children in the sample whose IEPs were completed by the child's third birthday. A reporting system will be developed that will allow discovery of issues impacting IEPs that were not developed by the child's third birthday. The system will calculate input on a real-time basis and a full report will be provided to the LEA

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<p>2. There will be a decrease in the number of children whose Part B eligibility was not determined by their third birthday by 1% to 5% annually.</p> <p>3. Consistent participation by Early Intervention and LEAs in the transition process.</p>	<p>2. Child count data for 2002-03 reflects a reduction in the number of children who were reported as exiting with Part B eligibility determined. (Refer to Table 1.)</p> <p>Through probing to determine accuracy in Part C Data, it was determined that some Part C service providers were reporting children as exiting Part C with Part B eligibility based on the “assumption” that the child would be eligible under Part B. Training was provided to providers clarifying that children should only be reported in this category when eligibility for Part B has been determined by an IEP team. While there is slippage in the percentage of children reported, the data now reflects a more accurate baseline for future evaluation.</p> <p>3. Data indicates that TN is maintaining appropriate participation by Part C and LEA representatives in the process of transition planning. (Refer to Table 2.)</p>	<p>immediately upon completion of the review. Resources: Part B and Part C Monitoring Staff Timeline: Completed by July 1, 2004.</p> <p>2. Continue to monitor accuracy of data reporting through TEIS Quantitative Data Reports. Bi-Annually through 2003-2004</p> <p>Provide on-going TA to Part C Providers – Regional EI Consultants – Regularly Scheduled meetings with District Coordinators (every other month). On-site TA, as requested. 2003-2004</p> <p>New Part C monitoring will emphasize local self-assessment and include local analysis and reporting performance in this area. Statewide implementation - May 2004 – 2006.</p> <p>3. Activities to accomplish:</p> <p>a. Continue Quarterly Regional Partnership meetings with EI Providers and LEA Representatives. Resource: DSE EI and Preschool Consultants – 2003-2004</p> <p>b. Continue to assess topics identified as areas of interest/need by Partnership Meeting participants and develop training and informational resources as appropriate. Resource: DSE EI and Preschool Consultants – 2003-2004</p> <p>c. Monitor Quantitative Data on a Bi-Annual basis at the local level to ensure maintenance in this area. DSE Office of Early Childhood Consultants.</p>
<p><u>Projected Targets for July 2003-June 2004:</u></p>	<p><u>P/S for July 2003-June 2004:</u></p>	<p><u>Future Activities& Projected Timelines for July 2003-June</u></p>

<p>1. TNDOE/DSE Early Intervention (EI) and Pre School personnel will continue to provide joint training and technical assistance to EI providers and LEA personnel.</p>		<p><u>2004:</u></p> <ol style="list-style-type: none"> 1. The following activities will take place: <ol style="list-style-type: none"> a. Update “Paving the Way for Successful Transition” training module and have it approved by TNDOE for future presentations. b. Compile baseline data reflecting the number of training and TA activities conducted, key areas to which these relate, and a system for evaluating impact of trainings provided. c. Continue Quarterly Regional Partnership meetings with EI Providers and LEA Representatives. Resource: DSE EI and Preschool Consultants – 2003-2004 d. Continue to assess topics identified as areas of interest/need by Partnership Meeting participants and develop training and informational resources as appropriate. Resource: DSE EI and Preschool Consultants – 2003-2004 e. Monitor Quantitative Data on a Bi-Annual basis at the local level to ensure maintenance in this area. DSE Office of Early Childhood Consultants. f. Modification of LEA Comprehensive Plan and End of Year Report to require reporting of children with IEPs by their third birthday.
<p>2. There will be an increase in positive responses to Part C and Part B family surveys regarding their transition experience.</p>		<ol style="list-style-type: none"> 2. The following activities will be accomplished: <ol style="list-style-type: none"> a. Data will be analyzed by TEIS District to determine where areas of concern are located. Sampling of families who have exited the Part C system will be conducted in the 03-04 FY to clarify the reasons why families report that the needed support is not

<p>3. TNDOE/DSE will collaborate with TN PTI for training and dissemination of information to parents, local education agencies and other interested agencies..</p>		<p>available. Strategies to address these needs will be developed and implemented. Resources: EI Self-Assessment and Monitoring; 2003-05</p> <p>b. Part C Family Survey instrument and process will be revised based on items generated by the National Monitoring Center for Special Education Accountability and the State's revised process for Part C Monitoring. Revisions will assist the system in clarifying the reasons why families report that the needed support is not available. Resources: EI Self-Assessment and Monitoring; 2003-05</p> <p>c. Focus technical assistance & monitoring when Part B monitoring findings indicate need.</p> <p>d. Greater coordination between Part C and Part B monitoring systems</p> <p>3. DSE staff will; schedule planning meetings with PTI Representatives from each region of the State to develop a collaborative training plan for FY 04-05. Resources: PTI and DSE staff. May/June 2004</p> <p><u>Resources:</u></p> <p>Annual Child Count Data</p> <p>Bi-annual review of Quantitative Data, Section VI (Part C)</p> <p>Three Year monitoring cycle for Part B & C</p> <p>Parent Survey</p>
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Cluster Area III: Parent Involvement

Question: Is the provision of a free appropriate public education to children with disabilities facilitated through parent involvement in special education services?

State Goal: Programs and services for children with disabilities are improved when the results of program improvement activities reflect the identified needs of parents and children with disabilities.
(State Improvement Plan)

Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003):

PI.1: The provision of a free appropriate public education to children with disabilities is facilitated through parent involvement in special education services.

1. Baseline/Trend Data & Analysis: (for reporting period July 1, 2002 through June 30, 2003):

a. Monitoring activities during the 2001-02 SY: Of 43 LEAs self assessed/monitored (1/4 of the state) 9 or 21% required improvement in this area. During the 2002-03 SY – Of 34 LEAs (1/4 of the state) 12 of 34 or 35% of the LEAs self assessed/monitored required improvement in this area. Based on refinement of the monitoring process, this increase in the number of LEAs requiring program improvement in this area is not felt to be significant; however, no progress can be seen.

b. Parent surveys: For the 2001-2002 year, 28 of 43 school systems reported 60 to 70% or more positive responses on the extent of their involvement in their child's special education program and activities. For the 2002-2003 year, of the 34 school systems monitored, 23 of these systems reported 70 to 80% positive responses on the extent of their involvement in their child's special education program and activities. See attached parent survey.

c. Parent training needs: LEA activity requirements have been increased in the areas of assessing parent training needs and providing parents technical assistance, information, and resources based on assessed needs. LEA Staff Development reports are required that list numbers of parents who attended trainings. Activity collected through EOY and Comprehensive Plans.

Parent Involvement in Training Events Provided/Supported by School Districts*

- 137 (100%) School Districts submitted EOY Reports
- 116 (84.7%) School Districts reported some level of parent participation in one or more training events provided or supported by the School District
- 54 School Districts reported their actual or estimated number of parents attending training events. Those 54 School Districts reported:
 - A total of 6,587 parents attending training events (an average of 122 parents per reporting district, range 1 to 1766)
 - That parents represented 14% of the total attendance at training events

* Due to constraints in the data collection method used, it was not possible to determine the actual number of parents participating in School District provided/supported training events. (Refer to "d" below.)

(Source document(s): 2002-03 Tennessee End-of-the-Year Report, Table 6, Section B)

d. Parent involvement activities: LEA reporting requirements have been increased in the area of parent involvement. LEAs must now report on their End of Year Report the frequency of contact and the actual numbers of parents to participate in training and how many parents were included in the following categories: *Parent Support Groups, Parent/Professional Committees, School Improvement Planning Committees, Transition/Community/Agency Collaboration, Newsletters, and other activities*. Data is now available for analysis of the major types of parent involvement LEAs are using and the relative success they are having in involving parents with activities in addition to parent training sessions.

e. Complaints: Parent complaint data continues to be analyzed for trends and increasingly used as a data source for assessing LEA training needs. Complaint logs now contain fields specifically for concerns about Parent Training/ Access to Information. The complaint resolution process is now requiring more specific corrective action plans. The technical assistance offered in that resolution more frequently recommends parent and staff training activities. A new LEA technical assistance manual on Parent Complaints is set for distribution and training in the Spring of 2004.

Targets (Sections 2 and 4)	Explanation of Progress/Slippage For Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
PI.I: Parents of children with disabilities are actively involved in educational decision-making for their children.		
<u>Target(s) for July 2002-June 2003:</u> To increase and improve the involvement of parents in educational decision making for their children with disabilities.	<u>P/S for July 2002-June 2003:</u> P/At the time of the follow-up on these in the Spring of 2003, those LEAs monitored in 01-02 had initiated or implemented all steps of their Program Improvement Plans. LEA documentation of the integration of Program Improvement Plans into the School Improvement process is now required.	<u>Activity for July 2002-2003:</u> All LEAs in the current monitoring cycle receive individual technical assistance on designing and implementing substantive parent involvement activities. Presentations have been made at small and large group meetings regarding appropriate Program Improvement Plans (see attached training logs)
<u>Projected Target(s) for July 2003-June 2004:</u> 1. a. To ensure that LEAs include documented efforts to include all (100% of) parents in decision making by the end of the 04-05 SY. 1. b. Significant improvements in the quantity and quality of parent involvement by the end of the 2004-2005 SY. Target: 75% of parents surveyed will respond	<u>P/S for July 2003-June 2004:</u> P/Three Family Service Coordinators have been hired and placed in the three regions of the State	<u>Future Activities & Projected Timelines for July 2003-June 2004:</u> 1. a., b. Conduct student record reviews, parental needs assessments and parental training based on the needs identified. (Initiate during the 03-04 SY and ongoing through each 1/4 of LEAs cycles of monitoring.) Monitoring activity will also review the LEA use of School Improvement Plans to address identified needs and will check

<p>regarding the quantity and quality of their involvement at the 70 to 80% positive response level.</p> <p>2. Increased availability of training and technical assistance made available directly to parents, and indirectly to parents through improved capacity of LEAs.</p> <p>3. To increase the use of data collected to steer technical assistance and training through increased analysis of complaints.</p> <p>4. To increase the use of data from End of Year Reports and Comprehensive Plans to improve training and technical assistance.</p> <p>5. To increase the number of parents included in trainings, and numbers of parents trained by LEAs.</p>		<p>for parental involvement in the process on the school level.</p> <p>2. Immediate use of Family Service Coordinators to work with parents and LEAs to provide technical assistance and training. Family Service Coordinators will serve capacity-building role for LEAs to promote Family Involvement.</p> <p>3. a. By July 2004, increase analysis of data collection from parent complaints and analyze any needed additional fields of information. Increase the use of data collected to steer technical assistance and training for LEAs.</p> <p>3. b. Full distribution and training on the new technical assistance manual on Parent Complaints will be complete by July 2004.</p> <p>4. Use of additional data collected regarding parent training needs on LEA End of Year and Comprehensive Plans to steer technical assistance and training offered (collect and analyze yearly).</p> <p>Information from LEA End of Year Report, Table 7, Section B will be analyzed on an annual basis to determine need for technical assistance and training based on the types of parent involvement activities reported and the numbers of parents participating or reached.</p> <p>5. The number of parents and staff participating in joint training will increase (SEM and other training sessions being planned jointly by the Department and STEP).</p> <p><u>Resources</u> Parent Training Initiative (STEP) Reports Conferences (e.g. LRE for LIFE, RISE, Spring Conference) Family Service Coordinators Field Service Coordinators</p>
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		Discretionary Grants (Make A Difference, LRE for LIFE, TRIAD, Assistive Technology, Sliver Grant & State Improvement Grant) Regional Resource Centers & Field Service Centers TN Comprehensive Plan TN End of Year Report Tennessee Connections
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Continuous Improvement Monitoring Process

A3-P1

Parents Survey

LEA _____
(Local Educational Agency/School System)

Date _____

Age of your child _____ Primary Disability _____

Number of years your child has received special education _____

Note: Your replies to this survey will provide information on the Special Education services provided by your school system.
Thank you for your assistance.

-
1. Are you aware of activities in your school system to locate, identify and evaluate children who are suspected of having disabilities? Yes ☐ No ☐ (GS, pg. 1)
 2. For Parents of 3, 4 & 5 year old preschoolers: **If your child received early intervention between ages zero (0) and two (2), were you involved in a transition planning meeting 90-days before their third (3rd) birthday?**
Yes ☐ No ☐ NA ☐ (ECT, pg. 14)
 3. For Parents of 3, 4 & 5 year old preschoolers: **Did your child receive special education by his/her third birthday?**
Yes ☐ No ☐ NA ☐ (ECT, pg. 15)
 - 4a. **Have you participated in program improvement activities?**
(Any school-wide activities that have been done in an attempt to improve educational programs)
Yes ☐ No ☐
 - 4b. **If yes, was this a positive experience?** (PI, pg. 19)
(If your response to Question 4a was "NO", mark "NA".)
Yes ☐ No ☐ NA ☐
 - 4c. **Did this participation meet your identified needs?** (PI, pg. 20)
Yes ☐ No ☐ NA ☐
 5. **Are you informed of your child's progress at least as often as general education parents?** (PI, pg. 21)
Yes ☐ No ☐
 6. **Have you been informed of your rights and responsibilities? (i.e. rights brochure received, etc.)**(PI pg. 22)
Yes ☐ No ☐
 7. **Are you actively involved in making educational decisions for your child?** (PI, pg. 23)
Yes ☐ No ☐
 8. **Have you participated in the local self-assessment process, advisory panel's, steering committees, or other activities at your child's school?** (PI, pg. 24)
Yes ☐ No ☐
 9. **Are ESY (Extended School Year) services discussed at least annually at the IEP meetings?**(FLRE, pg. 29)
Yes ☐ No ☐

- 10. Are the classrooms provided for your child's educational program comparable to those provided for students without disabilities?** (FLRE, pg. 34)

Yes ☐

No ☐

- 11. If your child is 14 or older has he/she participated in transition planning?** (ST, pg. 47)

Yes ☐

No ☐

- 12. Is "special transportation" to and from school discussed at least annually at an IEP team meeting?** (PI, pg. 23)

Yes ☐

No ☐

Continuous Improvement Monitoring Process

Parent Survey

Parents: Your replies to this survey will provide information about the special education services provided by your school system. Thank you for your assistance.

School System _____

School _____ **Date Completed** _____

1. Are you involved in determining appropriate services for your child/children?
 _____ Always _____ Sometimes _____ Never

2. Are you **informed of** opportunities to participate in advisory panels, committees, the local self-assessment process, or other related activities in your child's school?
 _____ Always _____ Sometimes _____ Never

3. Have you **participated in** a school system advisory panel, a committee, and/or the local self assessment process or other related activities in your child's school?
 _____ Always _____ Sometimes _____ Never

4. Has participation in activities at your child's school helped meet your needs as the parent of a child with a disability?
 _____ Always _____ Sometimes _____ Never
 _____ Not Applicable

5. Does the school send a progress report, related to your child's IEP goals and objectives, as often as report cards are issued?
 _____ Always _____ Sometimes _____ Never

6. Is a "rights" brochure or pamphlet given and explained at each IEP Team Meeting?
 _____ Always _____ Sometimes _____ Never

7. Did your child receive special education and related services in an appropriate pre-school program by his/her third birthday?
 _____ No
 _____ Received before 3rd birthday
 _____ Received on 3rd birthday
 _____ Received after 3rd birthday

8. Does your child attend classes and other school activities other than special education classes during the school day?
 _____ Always _____ Sometimes _____ Never _____ Rarely
 _____ Not Applicable

9. If your child attended preschool did he/she take part in activities with non-disabled preschoolers?

_____ Always _____ Sometimes _____ Never _____ Rarely
_____ Not Applicable

10. If your child is 14 or older did he/she participate in transition planning? (to prepare for work or additional education after high school).

_____ Always _____ Sometimes _____ Never _____ Rarely
_____ Not Applicable

Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment

Question: Do all children with disabilities receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living?

Probes:

- BF.I** Is the percentage of children with disabilities, receiving special education, by race/ethnicity, comparable to the percentage of children, by race/ethnicity, in the general population; and are their educational environments and disability categories comparable with national data?
- BF.II** Are high school graduation rates, and drop-out rates, for children with disabilities comparable to graduation rates and drop-out rates for nondisabled children?
- BF.III** Are suspension and expulsion rates for children with disabilities comparable among local educational agencies within the State, or to the rates for nondisabled children within the agencies?
- BF.IV** Do performance results for children with disabilities on large-scale assessments improve at a rate that decreases any gap between children with disabilities and their nondisabled peers?
- BF.V** Are children with disabilities educated with nondisabled peers to the maximum extent appropriate, including preschool?
- BF.VI** Are the early language/communication, pre-reading, and social-emotional skills, of preschool children with disabilities receiving special education and related services, improving?
- BF.VII** Are students who participate in all regular and alternate assessments on a statewide and district level appropriately identified, assessed and provided with appropriate accommodations for that assessment?

State Goal(s) (for reporting period July 1, 2002 through June 30, 2003):

Goal 1: Children with disabilities will be appropriately identified for special education services.
State Improvement Plan

Goal 2: All high school students will achieve world-class standards and leave school prepared for post-secondary education.*
Key Result Area 3 – High School Education

Goal 3: All students and school personnel will have teaching and learning environments that are safe, disciplined, and healthy.*
Source: Key Result Area 8 – School Health & Safety

Goal 4: Assessment will be used to improve student learning and demonstrate accountability.*
Key Result Area 6 – Accountability & Assessment

Goal 5: Children will receive appropriate statewide and district assessments, with appropriate accommodations, provided as determined by the IEP Teams.

Goal 6: Children with disabilities will be educated with non-disabled peers to the maximum extent possible.
TN State Improvement Plan

* Denotes goals that are consistent with the goals and indicators for children who are not identified as having a disability. Goals 2, 3, and 4 are directly related to Key Result Areas 3, 6, and 8 in the 2003 *Master Plan for Tennessee Schools: Preparing for the 21st Century* document by the Tennessee State Board of Education.

Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003):

BF.I If the percentage of children with disabilities receiving special education, by race/ethnicity, is significantly disproportionate to the percentage of children, by race/ethnicity, in the State's general student enrollment, a review has been conducted of the policies, procedures and identification practices for determining children with disabilities and they have been determined to be appropriate and race neutral.

If the percentage of children with disabilities in various educational settings, disability categories and race/ethnicity, is significantly disproportionate to national data, a review has been conducted of the policies, procedures and practices for identification and placement of children with disabilities and they have been determined to be appropriate and race neutral.

BF.II High school graduation rates, and drop-out rates, for children with disabilities are comparable to graduation rates and drop-out rates for nondisabled children. * (In Tennessee, the graduation rate is set at 60 %.)

BF.III Suspension and expulsion rates for children with disabilities are comparable to the rates for nondisabled children within local educational agencies.

BF.IV Performance results for children with disabilities on large-scale assessments improve at a rate that decreases any gap between children with disabilities and their nondisabled peers.

BF.V Children with disabilities are educated with nondisabled peers to the maximum extent appropriate, including preschool.

BF.VI There is improvement in the areas of early language/communication, pre-reading, and social-emotional skills of preschool children with disabilities receiving special education and related services.

BF.VII Students participating in all regular and alternate assessments on a statewide and district level are appropriately identified, assessed and provided with appropriate accommodations for that assessment.

BF.I If the percentage of children with disabilities receiving special education, by race/ethnicity, is significantly disproportionate to the percentage of children, by race/ethnicity, in the State's general student enrollment, a review has been conducted of the policies, procedures and identification practices for determining children with disabilities and they have been determined to be appropriate and race neutral.

If the percentage of children with disabilities in various educational settings, disability categories and race/ethnicity, is significantly disproportionate to national data, a review has been conducted of the policies, procedures and practices for identification and placement of children with disabilities and they have been determined to be appropriate and race neutral.

1. Baseline/Trend Data & Analysis for BF.I (for reporting period July 1, 2002 through June 30, 2003. Use Attachments 2 and 3 when completing this cell.):

OSEP ATTACHMENT 2
Cluster Area IV: Free Appropriate Public Education in the Least Restrictive
Environment
Disproportionality Baseline/Trend Data

ROW	A	B	C	D	E	F	G	H	I	J	K	L
		All Columns C+E+G+I+K	White	Percent White (C / B)*100 Rows 1 and 2 only	Black	Percent Black (E / B)*100 Rows 1 and 2 only	Hispanic	Percent Hispanic (G / B)*100 Rows 1 and 2 only	Asian	Percent Asian (I / B)*100 Rows 1 and 2 only	American Indian	Percent American Indian (K / B)*100 Rows 1 and 2 only
1	ENROLLMENT Ages 6-21	974,133	691,429	70.98	241,922	24.83	26,364	2.71	12,633	1.30	1,785	0.18
ALL CHILDREN WITH DISABILITIES, AGES 6-21												
2	All Disabilities	114,940	82,525	71.80	30,346	26.40	1,439	1.25	469	0.41	161	0.14
3	Difference (Row 2 - Row 1)			0.82		1.57		-1.45		-0.89		-0.04
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < - 0.20			0.01		0.06		-0.54		-0.69		-0.24
BY DISABILITY CATEGORY												
2	Specific Learning Disabilities	52,455	38,386	73.18	13,086	24.95	748	1.43	169	0.32	66	0.13
3	Difference (Row 2 - Row 1)			2.20		0.11		-1.28		-0.97		-0.06
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < - 0.20			0.03		0.00		-0.47		-0.75		-0.31
2	Mental Retardation	14,159	6,483	45.79	7,489	52.89	118	0.83	51	0.36	18	0.13
3	Difference (Row 2 - Row 1)			-25.19		28.06		-1.87		-0.94		-0.06
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < - 0.20			-0.35		1.13		-0.69		-0.72		-0.31
2	Emotional Disturbance	3,794	2,679	70.61	1,071	28.23	29	0.76	8	0.21	7	0.18
3	Difference (Row 2 - Row 1)			-0.37		3.39		-1.94		-1.09		0.00
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < - 0.20			-0.01		0.14		-0.72		-0.84		0.01
2	Speech or Language Impairment	24,763	19,607	79.18	4,619	18.65	336	1.36	151	0.61	50	0.20
3	Difference (Row 2 - Row 1)			8.20		-6.18		-1.35		-0.69		0.02
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < - 0.20			0.12		-0.25		-0.50		-0.53		0.10
2	Hearing Impairment	1,372	971	70.77	361	26.31	26	1.90	14	1.02	0	0.00
3	Difference (Row 2 - Row 1)			-0.21		1.48		-0.81		-0.28		-0.18
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < - 0.20			0.00		0.06		-0.30		-0.21		-1.00
2	Visual Impairment	741	583	78.68	146	19.70	8	1.08	4	0.54	0	0.00
3	Difference (Row 2 - Row 1)			7.70		-5.13		-1.63		-0.76		-0.18

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4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.11		-0.21		-0.60		-0.58		-1.00
2	Orthopedic Impairment	952	762	80.04	171	17.96	13	1.37	6	0.63	0	0.00
3	Difference (Row 2 - Row 1)			9.06		-6.87		-1.34		-0.67		-0.18
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.13		-0.28		-0.50		-0.51		-1.00
2	Other Health Impairment	9,949	7,994	80.35	1,858	18.68	63	0.63	20	0.20	14	0.14
3	Difference (Row 2 - Row 1)			9.37		-6.16		-2.07		-1.10		-0.04
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.13		-0.25		-0.77		-0.84		-0.23
2	Deaf-Blindness	3	1	33.33	2	66.67	0	0.00	0	0.00	0	0.00
3	Difference (Row 2 - Row 1)			-37.65		41.83		-2.71		-1.30		-0.18
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-0.53		1.68		-1.00		-1.00		-1.00
2	Multiple Disabilities	1,729	1,333	77.10	361	20.88	19	1.10	14	0.81	2	0.12
3	Difference (Row 2 - Row 1)			6.12		-3.96		-1.61		-0.49		-0.07
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.09		-0.16		-0.59		-0.38		-0.37
2	Autism	1,359	936	68.87	381	28.04	20	1.47	19	1.40	3	0.22
3	Difference (Row 2 - Row 1)			-2.10		3.20		-1.23		0.10		0.04
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-0.03		0.13		-0.46		0.08		0.20
2	Traumatic Brain Injury	265	209	78.87	52	19.62	4	1.51	0	0.00	0	0.00
3	Difference (Row 2 - Row 1)			7.89		-5.21		-1.20		-1.30		-0.18
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.11		-0.21		-0.44		-1.00		-1.00
2	Developmental Delay	3,399	2,581	75.93	749	22.04	55	1.62	13	0.38	1	0.03
3	Difference (Row 2 - Row 1)			4.96		-2.80		-1.09		-0.91		-0.15
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.07		-0.11		-0.40		-0.71		-0.84

Source: 2002-03 TABLE 1, Section D, Race/Ethnicity of Children & Youth Ages 6-21 Receiving Special Education.

BY EDUCATIONAL ENVIRONMENT

2	Outside Regular Class 21%	50790	39913	78.58	9986	19.66	594	1.17	226	0.44	71	0.14
3	Difference (Row 2 - Row 1)			7.61		-5.17		-1.54		-0.85		-0.04
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.11		-0.21		-0.57		-0.66		-0.24

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2	Outside Regular Class 21-60%	39923	27,461	68.78	11745	29.42	532	1.33	128	0.32	57	0.14
3	Difference (Row 2 - Row 1)			-2.19		4.58		-1.37		-0.98		-0.04
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < - 0.20			-0.03		0.18		-0.51		-0.75		-0.22
2	Outside Regular Class >60%	21780	13476	61.87	7873	36.15	296	1.36	107	0.49	28	0.13
3	Difference (Row 2 - Row 1)			-9.11		11.31		-1.35		-0.81		-0.05
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < - 0.20			-0.13		0.46		-0.50		-0.62		-0.30
2	Public Separate School	734	474	64.58	251	34.20	6	0.82	2	0.27	1	0.14
3	Difference (Row 2 - Row 1)			-6.40		9.36		-1.89		-1.02		-0.05
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < - 0.20			-0.09		0.38		-0.70		-0.79		-0.26
2	Private Separate School	493	246	49.90	243	49.29	1	0.20	1	0.20	2	0.41
3	Difference (Row 2 - Row 1)			-21.08		24.46		-2.50		-1.09		0.22
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < - 0.20			-0.30		0.98		-0.93		-0.84		1.21
2	Public Residential Facility	144	100	69.44	40	27.78	3	2.08	1	0.69	0	0.00
3	Difference (Row 2 - Row 1)			-1.53		2.94		-0.62		-0.60		-0.18
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < - 0.20			-0.02		0.12		-0.23		-0.46		-1.00
2	Private Residential Facility	4	4	100.00	0	0.00	0	0.00	0	0.00	0	0.00
3	Difference (Row 2 - Row 1)			29.02		-24.83		-2.71		-1.30		-0.18
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < - 0.20			0.41		-1.00		-1.00		-1.00		-1.00
2	Homebound/Hospital	1072	851	79.38	208	19.40	7	0.65	4	0.37	2	0.19
3	Difference (Row 2 - Row 1)			8.41		-5.43		-2.05		-0.92		0.00
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < - 0.20			0.12		-0.22		-0.76		-0.71		0.02
2	Correctional Facilities	105	12	11.43	92	87.62	1	0.95	0	0.00	0	0.00
3	Difference (Row 2 - Row 1)			-59.55		62.78		-1.75		-1.30		-0.18
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < - 0.20			-0.84		2.53		-0.65		-1.00		-1.00
2	Children with Disabilities Enrolled in Private Schools Not Placed or Referred by Public Agencies	2,220	1532	69.01	646	29.10	36	1.62	4	0.18	2	0.09
3	Difference (Row 2 - Row 1)			-1.97		4.26		-1.08		-1.12		-0.09
4	Relative Difference (Row 3/ Row 1)			-0.03		0.17		-0.40		0.86		0.51

	Bold if > 0.20 or < -0.20										
Source: 2002-03 TABLE 3, Section G, Race/Ethnicity of CWD Ages 6-21 by Educational Environment.											

CIMP Monitoring of LEAs (Disproportionality): Forty-three LEAs were monitored in 2001-2002 and 34 LEAs were monitored in 2002-2003. Each LEA was required to respond to a CIMP indicator requesting data on whether or not minority students were assessed and identified through a process equitable to that used for non-disabled students. Four of the 43 LEAs (9%) required improvement in this area in 01-02 and 1 of 34 LEAs (3%) required improvement in this area in 02-03. No comparisons to national data were completed.

According to the information presented in OSEP Attachment 2, when comparing the ethnicity of the general population of students to the ethnicity of students with disabilities using the 20% Rule, there are some areas of disproportionality. They are –

- White students are underrepresented in mental retardation and deaf-blindness.
- Black/African American students are overrepresented in mental retardation and deaf blind, and underrepresented in speech/language impairment, visual impairment, orthopedic impairment other health impairment and traumatic brain injury.
- Hispanic students are underrepresented in all categories
- Asian students are underrepresented in all categories, except autism.
- American Indian students are underrepresented in specific learning disabilities, mental retardation, hearing, impairment, visual impairment, orthopedic impairment, other health impaired, deaf-blindness, multiple disabilities, traumatic brain injury and developmental delay.
- Statewide, it appears that the Hispanic, Asian and American Indian student population are under identified when compared to the ethnicity of the general student population.
- There appears to be a large disproportionate amount of students when comparing the black student population under the mental retardation and deaf-blindness categories to the other ethnicities.

Explanation of Data Concerns/Limitations: Consideration should be given to the fact that students who are Hispanic, Asian, and American Indian each make up a very small number of (26, 364, 12,633, and 1,785 respectively for 2002-03) the total school enrollment (974,133 for 2002-03) in Tennessee, therefore even small differences in the number identified/placed will cause a large shift in the relative difference measure. For example, identifying 3 more students who are American Indian as Mentally Retarded and placing 245 more students who are Asian served by special education in general education settings 80+% would bring the difference between actual and expected proportion (-0.31 and -0.59 respectively) to within the +/- .20 threshold.

Tables 4.1 through 4.24 are graphs of the relative difference between the expected proportion and the actual reported proportion of students served by special education by race/ethnicity by disability and by educational environment across three school years, 2000-01, 2001-02, and 2002-03. The data for Tables 4.1 through 4.24 are from Cluster IV, OSEP Attachment 2 (pages 2 - 5) of this Annual Performance Report and from Table 3 of Tennessee's Annual Data Reports to OSEP DANS for December 1, 2000, and December 1, 2001. The relative difference calculations for the 2000 and 2001 Table 3 data were completed using the formula from OSEP Attachment 2.

Table 4.1

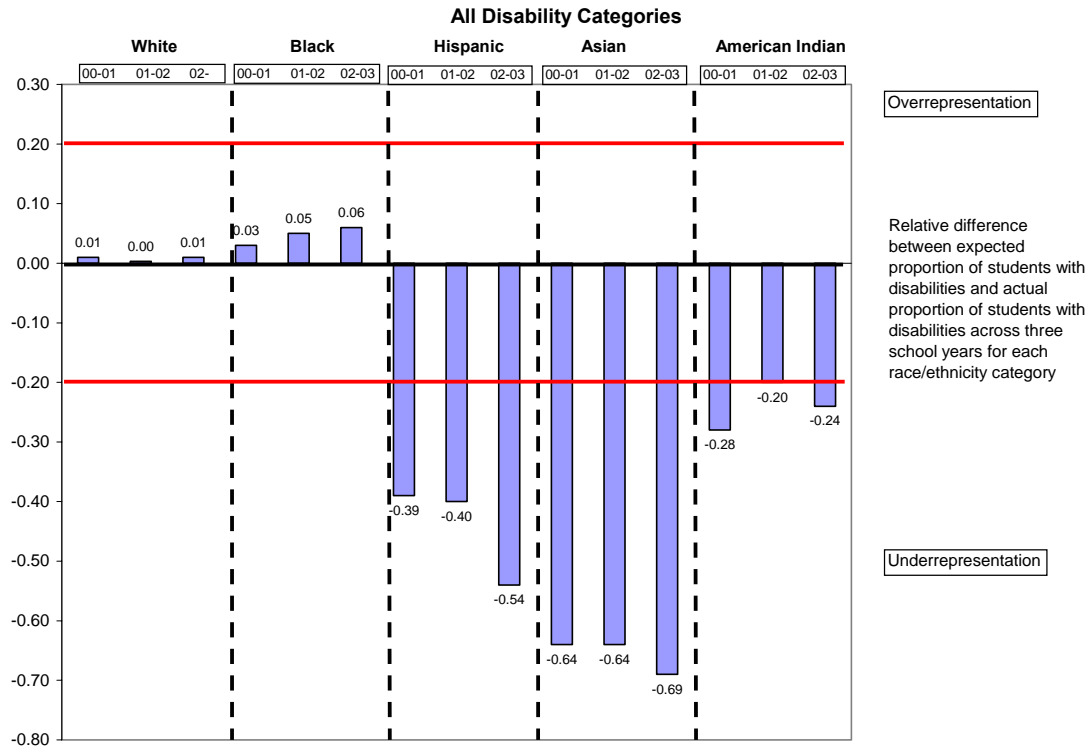
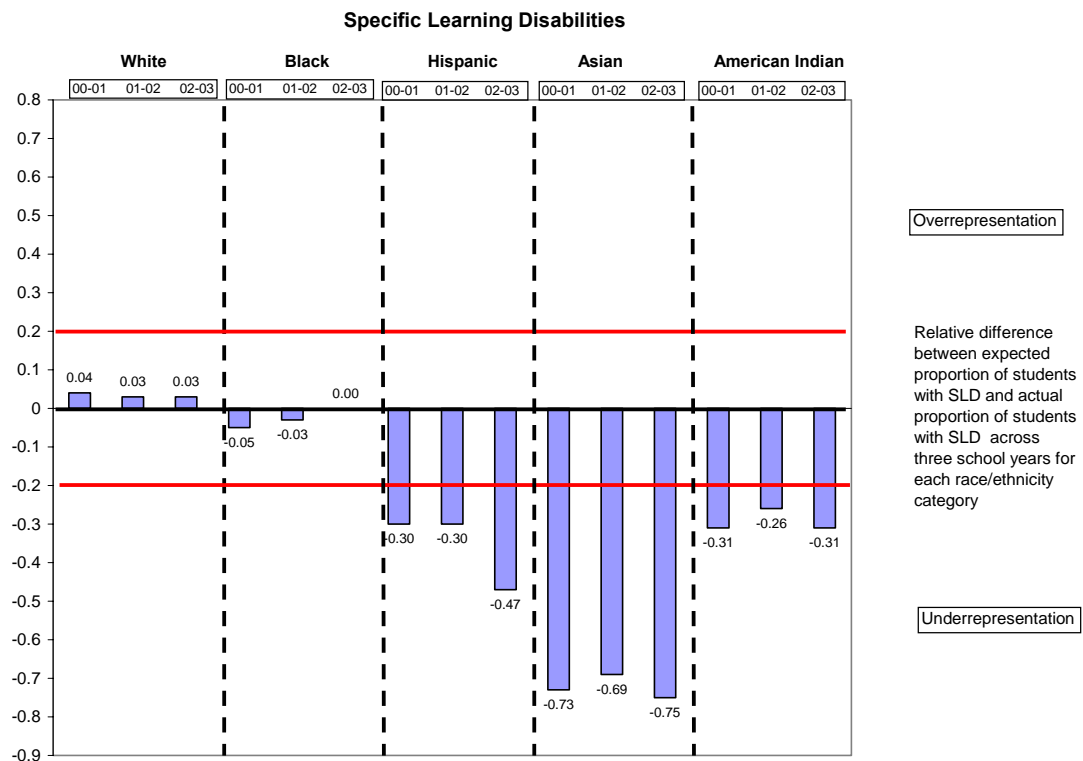


Table 4.2



2002-03 Annual Performance Report - Tennessee
Table 4.3

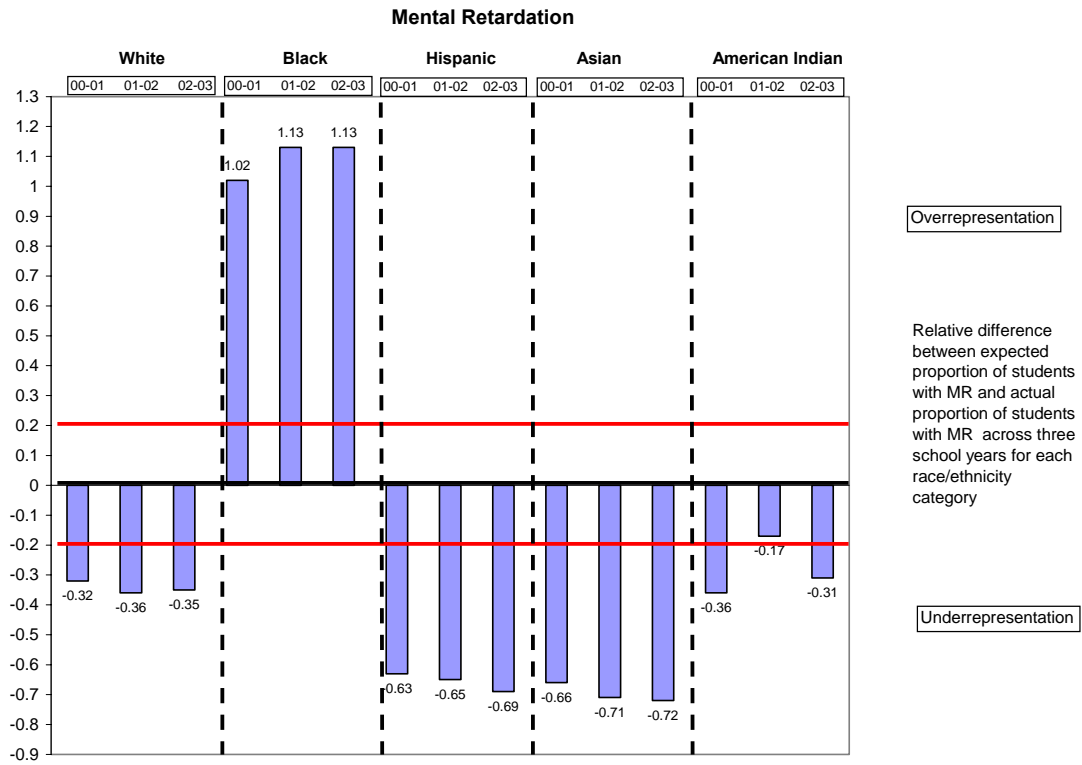


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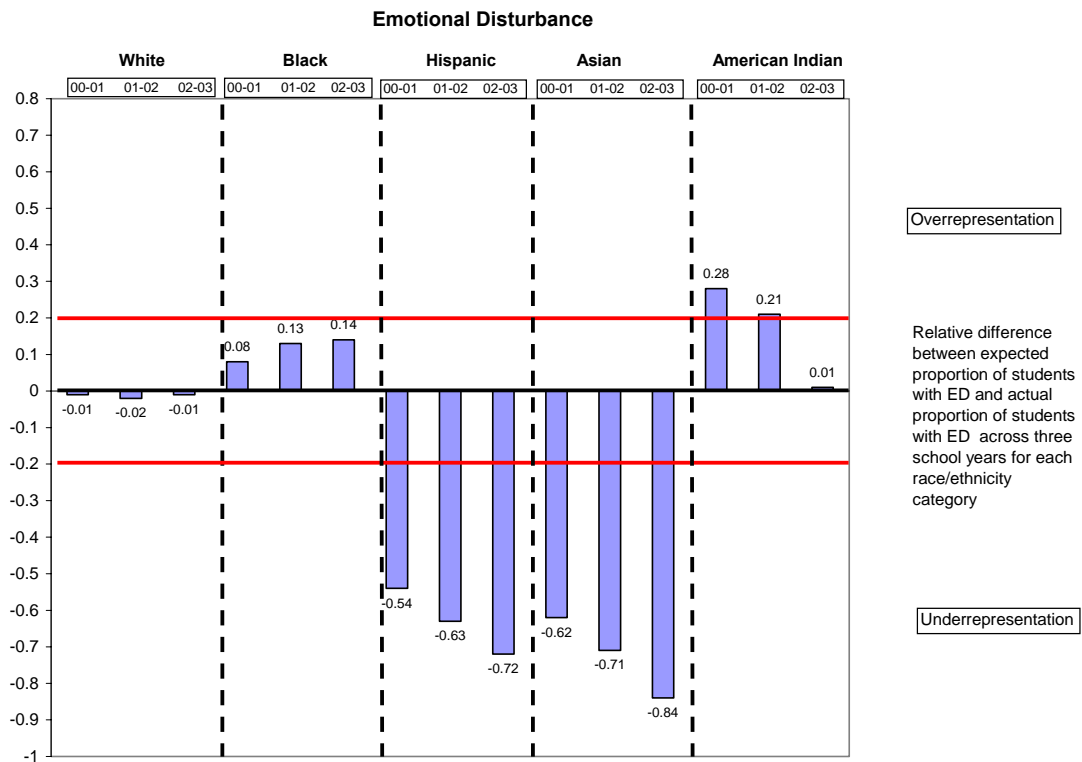


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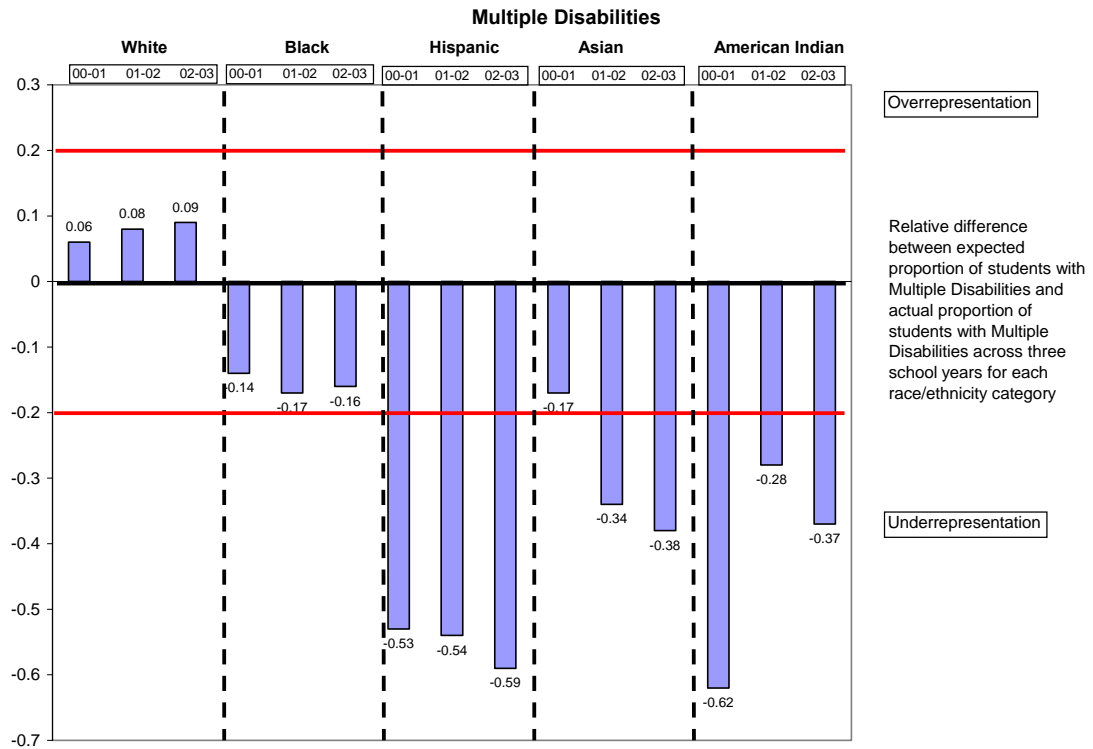


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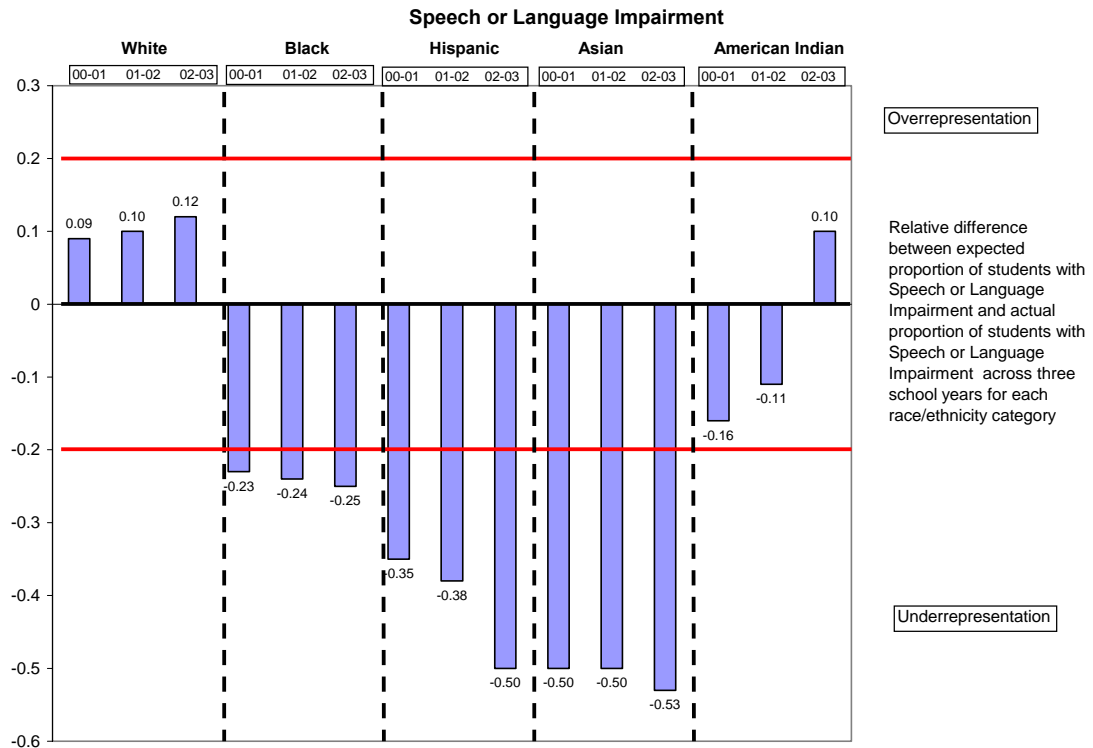


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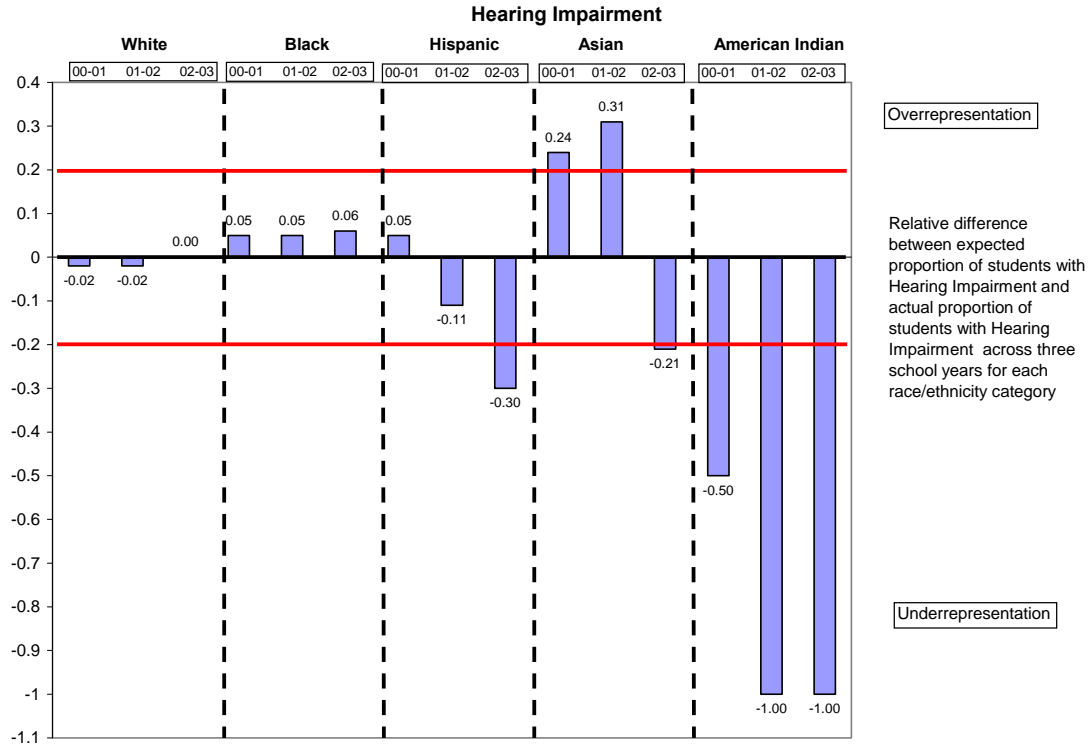


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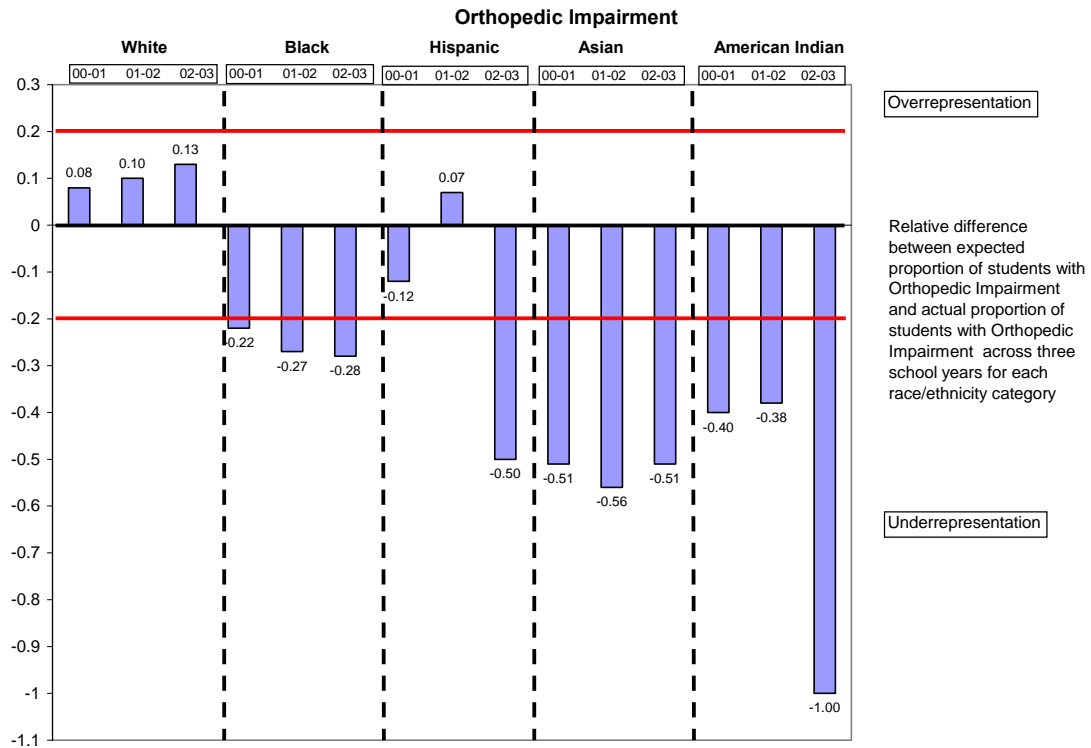


Table 4.9

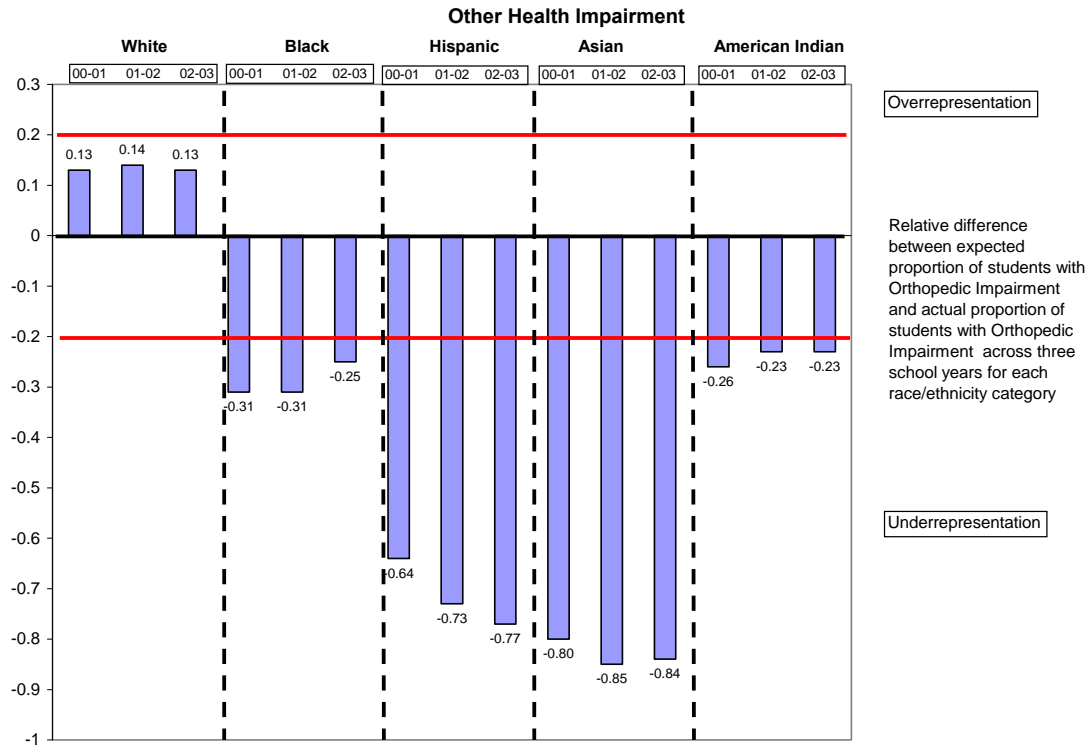


Table 4.10

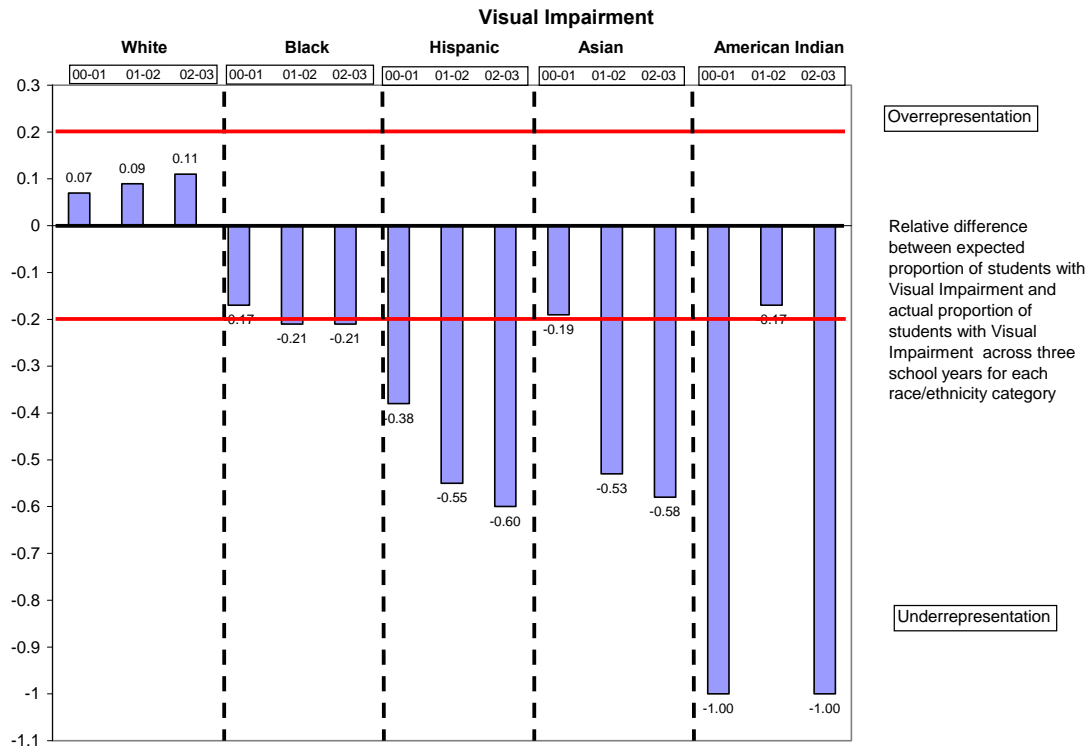


Table 4.11

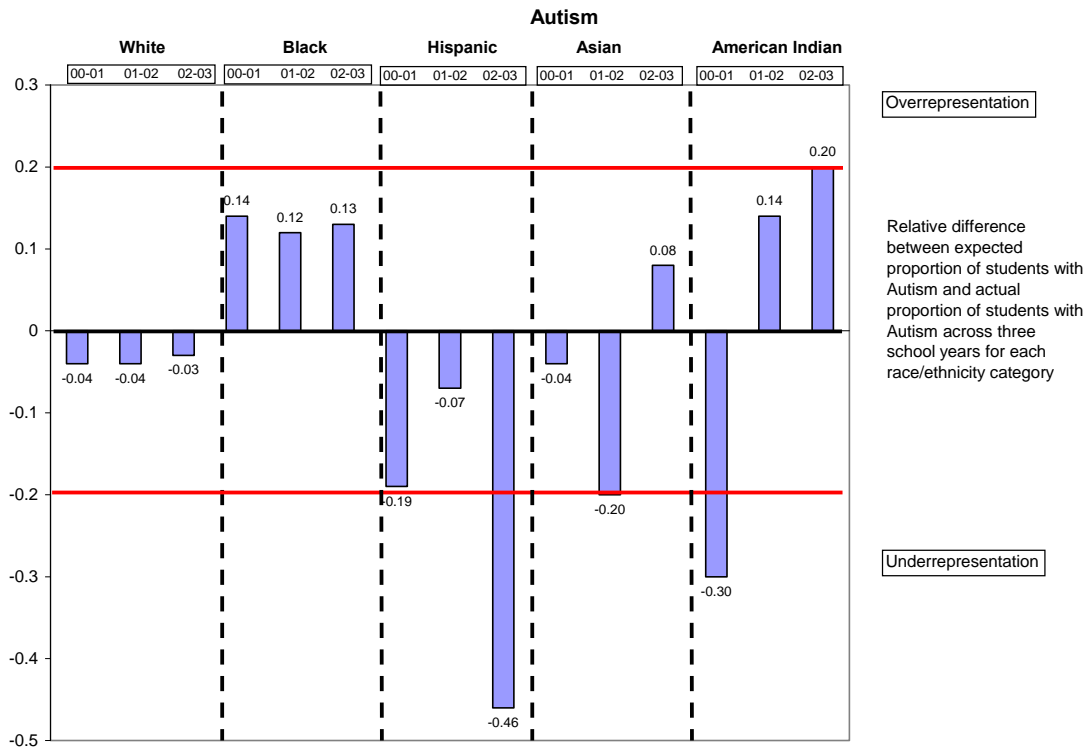


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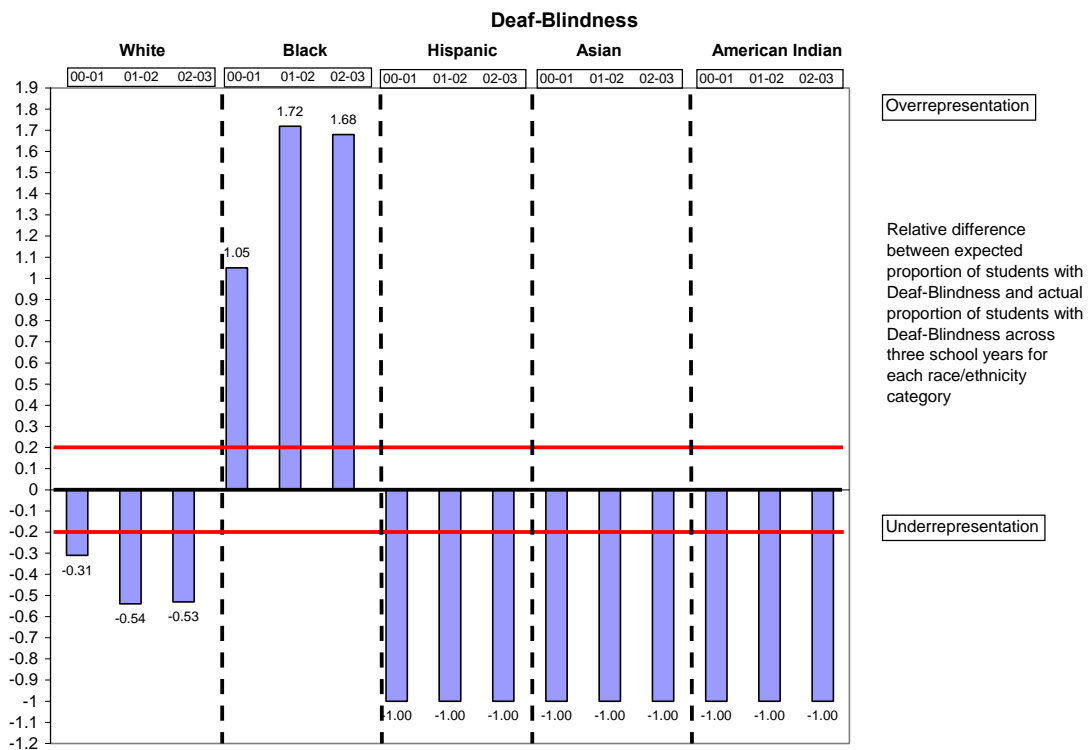


Table 4.13

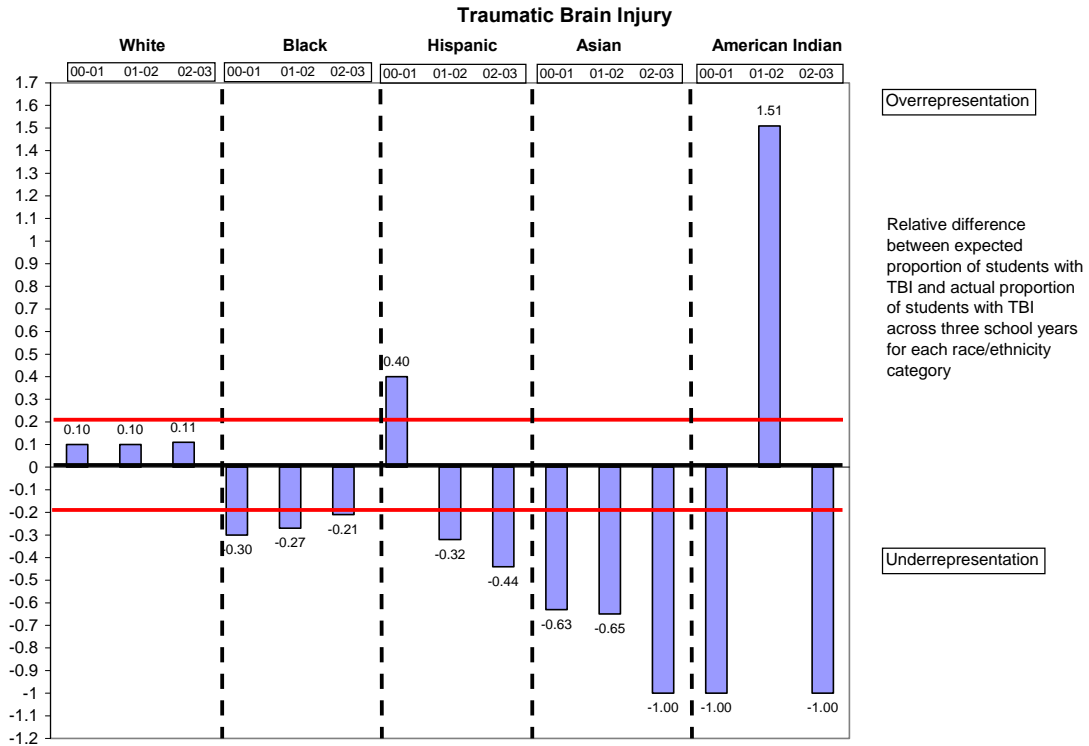
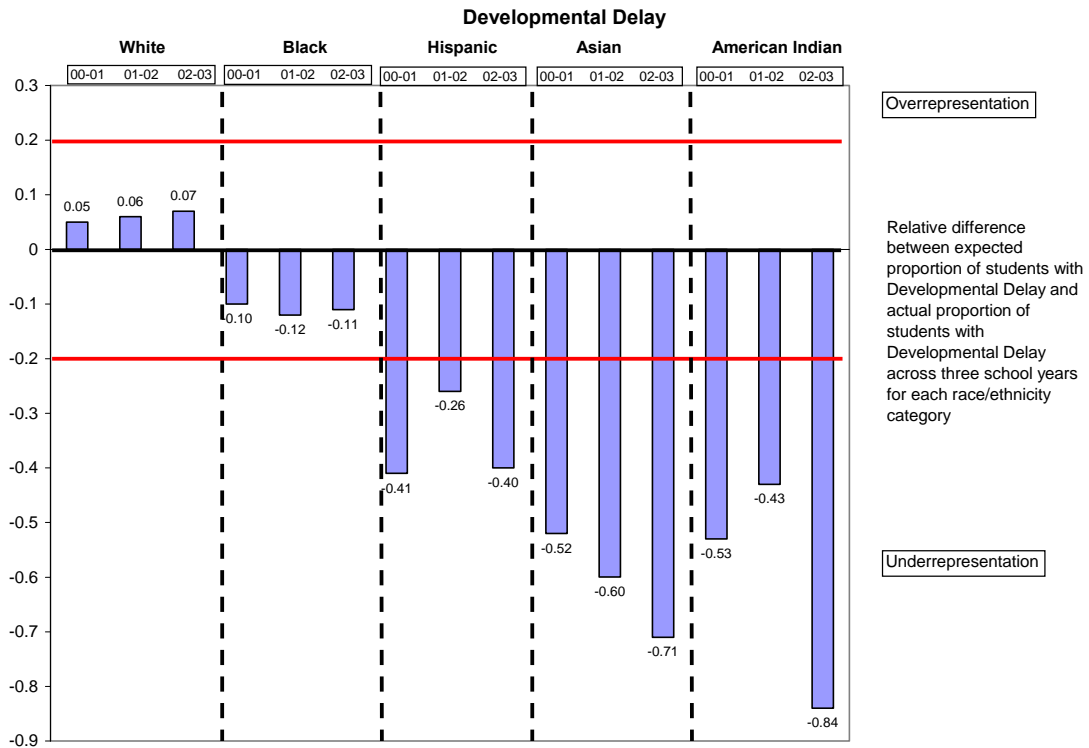


Table 4.14



Attachment 2 also provides a comparison of race/ethnicity by educational environment. There are some areas of discrepancy between ethnicity and environment when compared to the total population.

- Whites are overrepresented in one setting – private residential facility; and underrepresented in two settings – private separate school and correctional facilities.
- Black/African Americans are overrepresented in the following settings: outside regular class >60%, public separate school, private separate schools, and correctional facilities. They are underrepresented in outside the regular class less than 20%, private residential facilities and homebound/hospitals.
- Hispanics are underrepresented in all settings.
- Asians are overrepresented in the following setting: children with disabilities enrolled in private schools not placed or referred by public agencies. They are underrepresented in the following settings: outside regular class 21%, outside regular class 21-60%, outside regular class >60%, public separate school, private separate school, public residential school, private residential school, homebound/hospital, and correctional facilities.
- American Indians are overrepresented in the following settings: private separate schools and children with disabilities enrolled in private schools not placed or referred by public agencies. They are underrepresented in the following settings: outside regular class less than 20%, outside regular class 21 -60%, outside regular class >60%, public separate school, public residential facility, private residential facility and correctional facilities.

Explanation of Data Concerns/Limitations: Consideration should be given to the fact that students who are Hispanic, Asian, and American Indian each make up a very small number of (26, 364, 12,633, and 1,785 respectively for 2002-03) the total school enrollment (974,133 for 2002-03) in Tennessee, therefore even small differences in the number identified/placed will cause a large shift in the relative difference measure. For example, identifying 3 more students who are American Indian as Mentally Retarded and placing 245 more students who are Asian served by special education in general education settings 80+% would bring the difference between actual and expected proportion (-0.31 and -0.59 respectively) to within the +/- .20 threshold.

Table 4.15

Outside Regular Class less than 21%

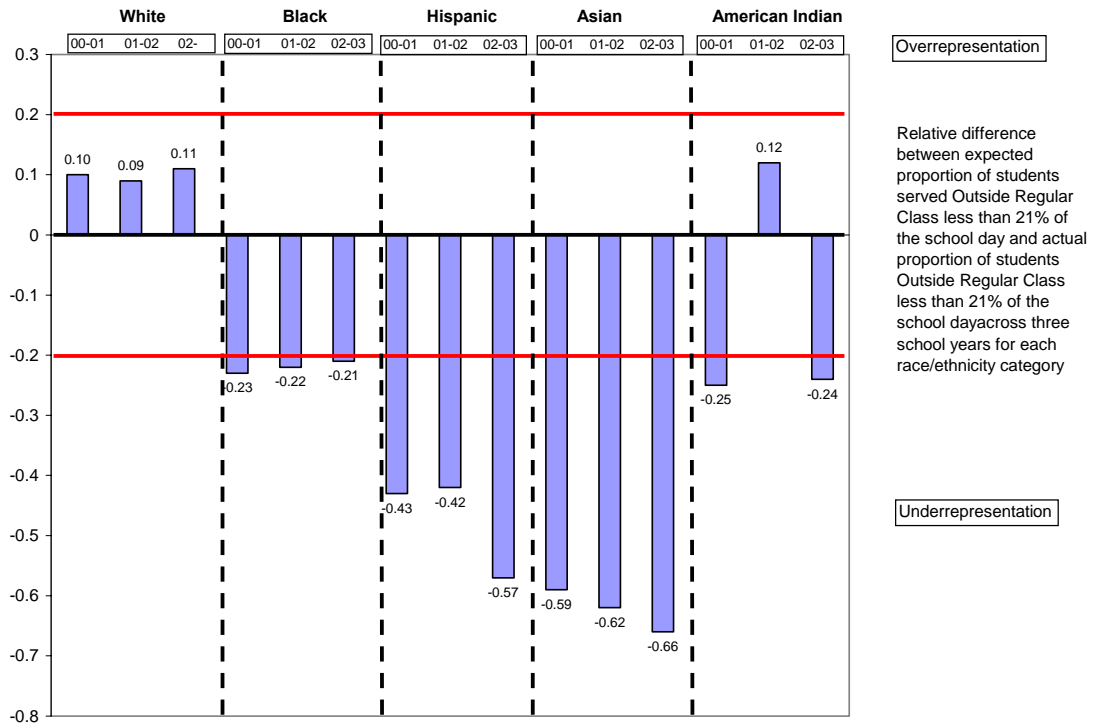


Table 4.16

Outside Regular Class Between 21% and 61%

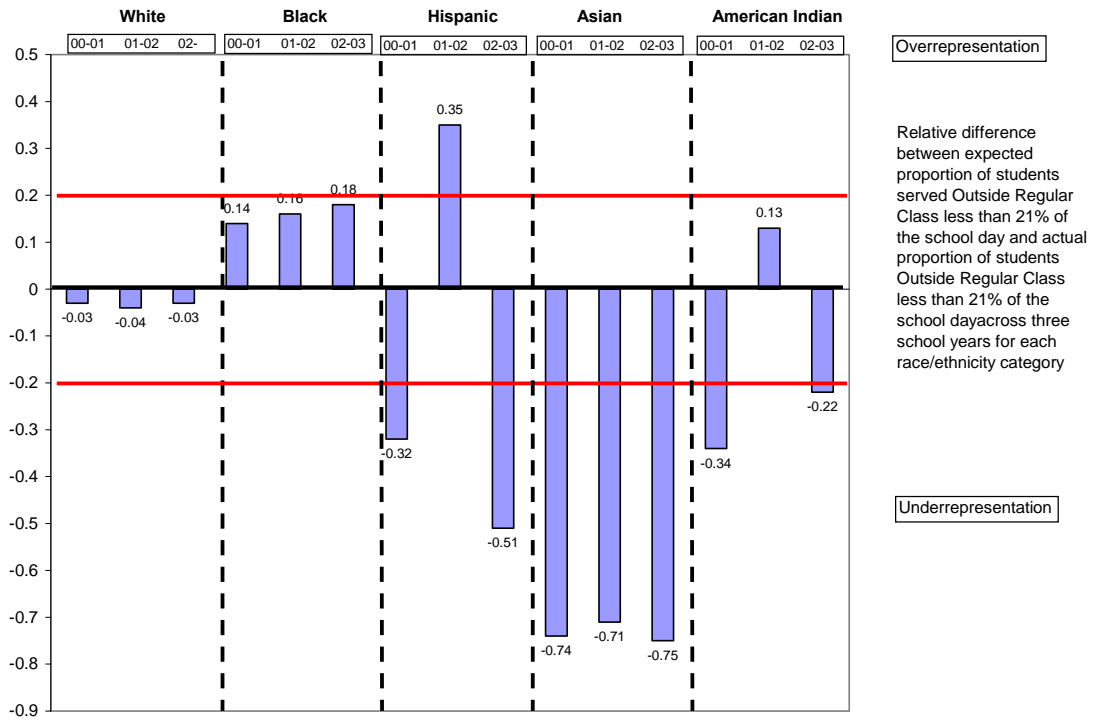


Table 4.17

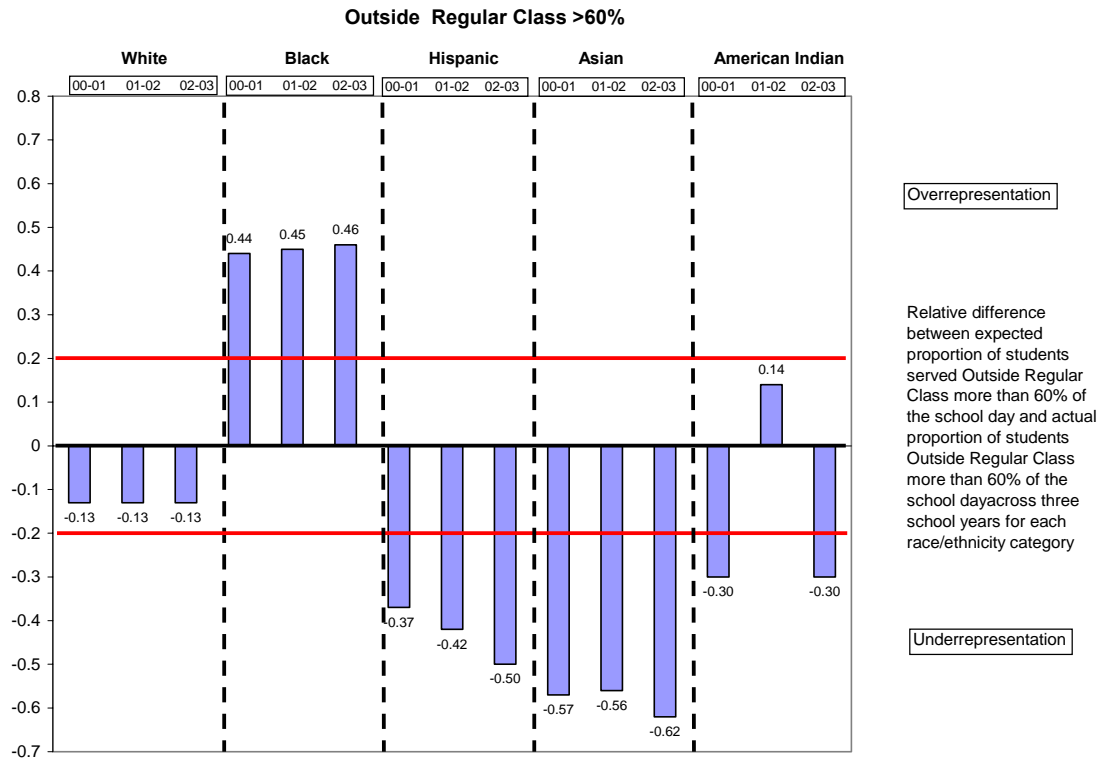


Table 4.18

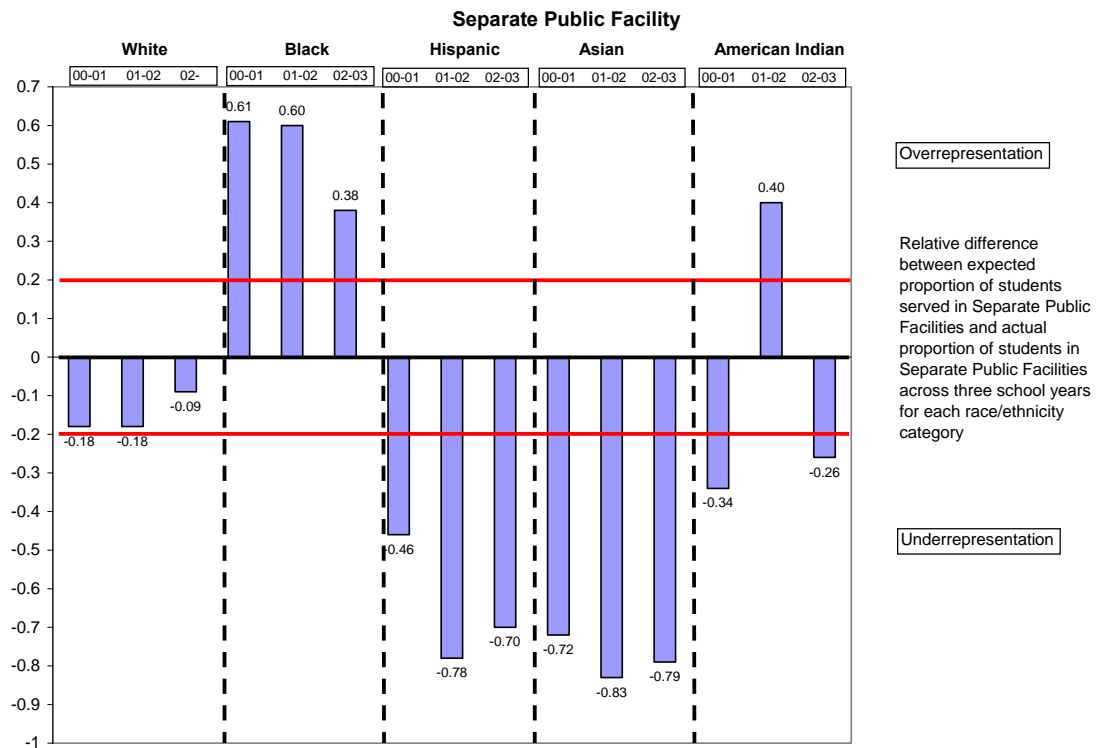


Table 4.19

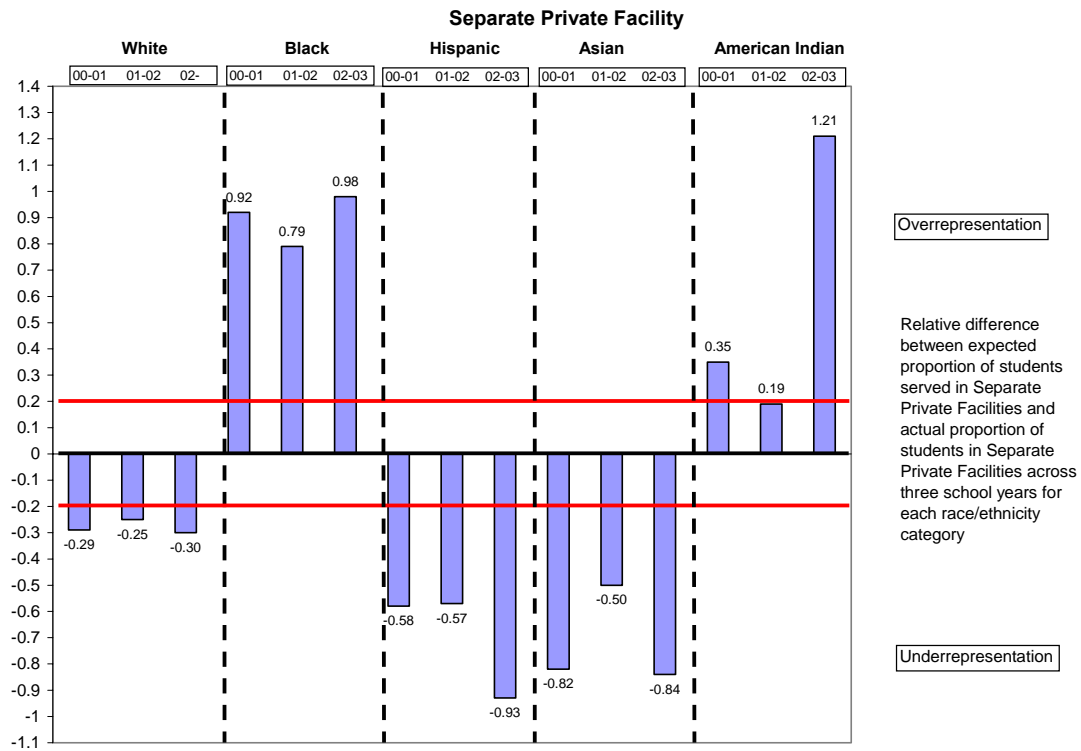


Table 4.20

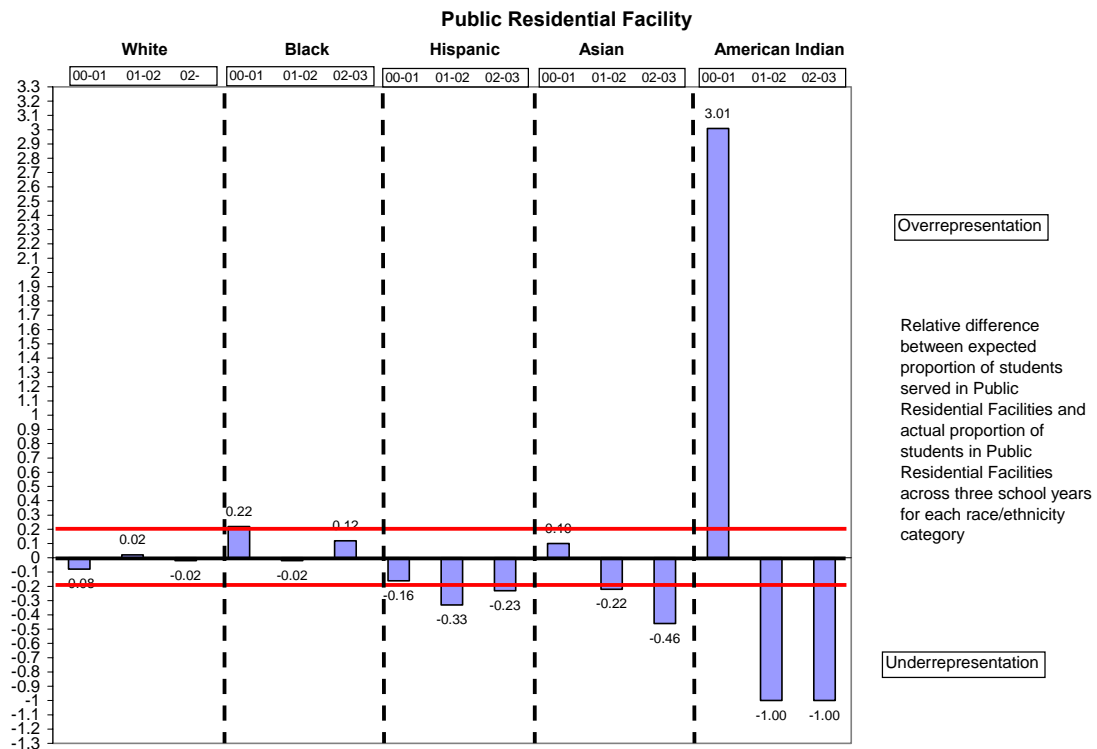


Table 4.21

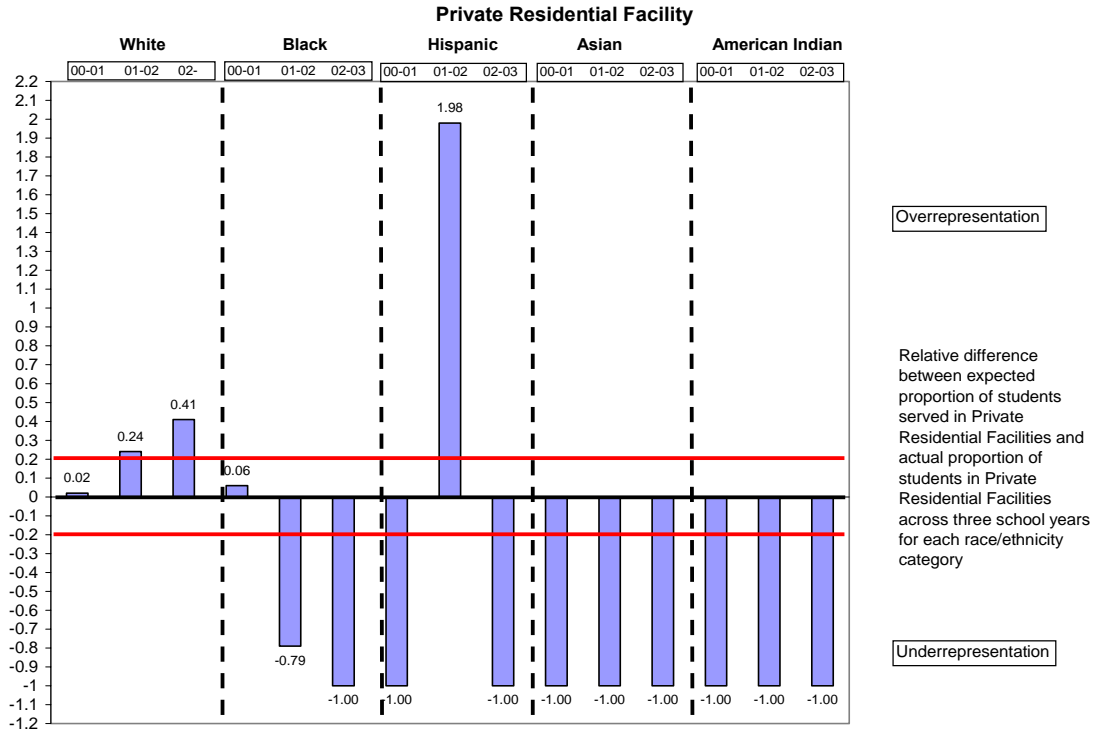


Table 4.22

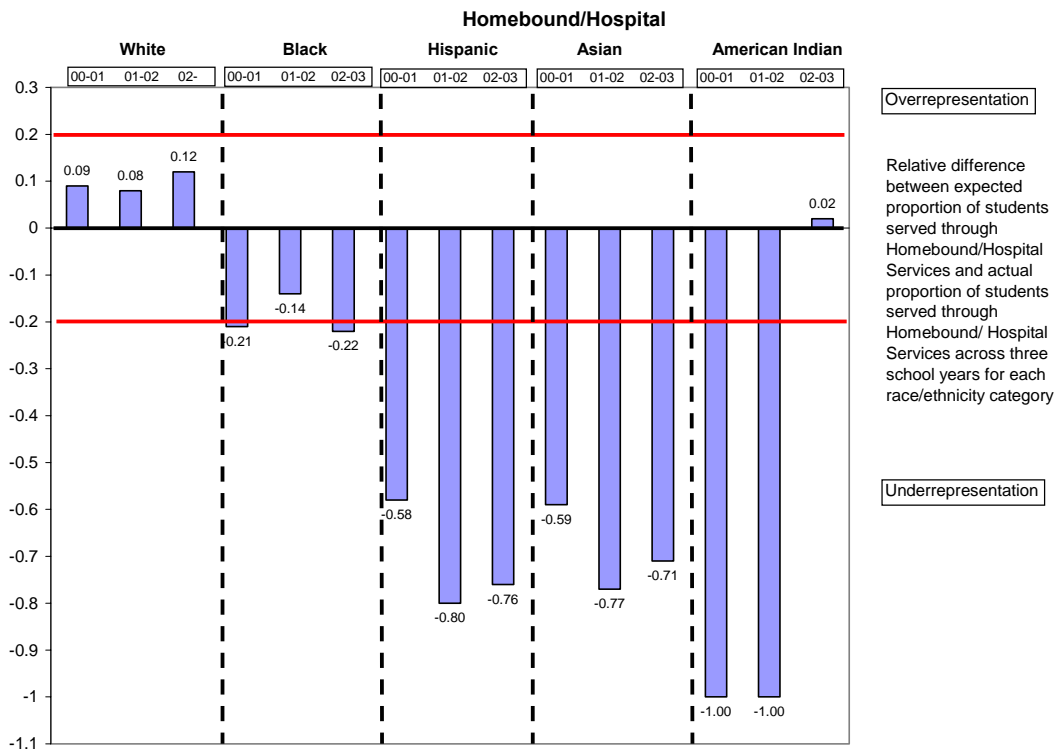


Table 4.23

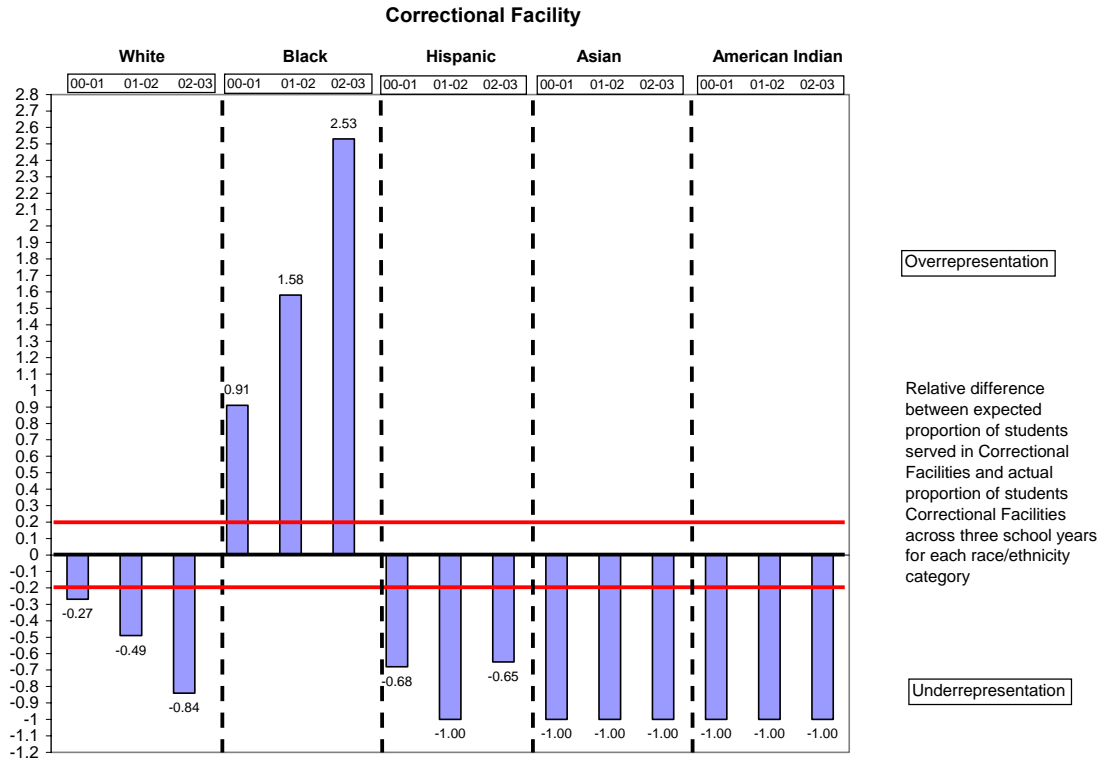
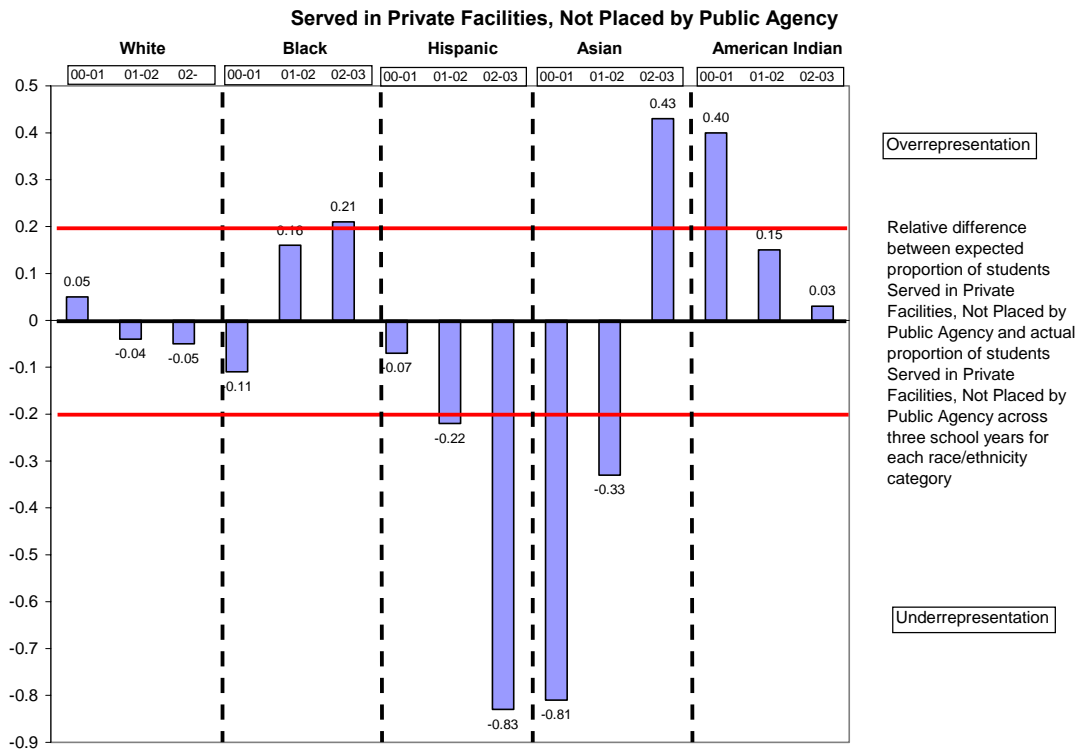


Table 4.24



Source document(s): Tennessee's OSEP DANS data from Table 1, 2000-2002, and disproportionality calculations of relative difference from Attachment 2 of this document.

Data from our CIMP Monitoring of LEAs for Disproportionality suggests that TN has utilized methods of calculating ratios of non-minority to minority students in the general population as well as in the disabled population over the last 2 years period. The disproportionality calculation methods were provided by the U.S. Office for Civil Rights (OCR) and did not include the relative risk ratio calculation methodology which appears to yield data that more accurately portray proportionality issues. CIMP calculations for LEA disproportionality have since been aligned to the federal method of calculation.

Targets (Sections 2 and 4)	Explanation of Progress/Slippage For Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
BF.I:		
<u>Targets for July 2002-June 2003:</u> 1. Continue committee meetings to develop a technical assistance manual consisting of eligibility standards and ELL. 2. CIMP Monitoring of LEAs (Disproportionality): To identify areas of disproportionality between disabled minorities and non-minorities and reduce improvement needs to 0% to 1%.	<u>P/S for July 2002-June 2003:</u> 1. The discussion of over/under identification of CWD and the review of the placement of children with a particular educational environment is located after OSEP Attachment 2. 2. CIMP Monitoring of LEAs (Disproportionality): For those LEAs minority in 01-02, the % of LEAs requiring improvement (based on Program Improvement Plans (PIPs) written, was reduced to zero.	<u>Activities for July 2002-June 2003:</u> 1. The Division established committees to develop a technical assistance manual reviewing eligibility standards for LEA use. Ongoing
<u>Projected Targets for July 2003-June 2004:</u> 1. Finish the technical assistance manual for LEAs. 2. CIMP Monitoring of LEAs - To identify areas of disproportionality between disabled minorities and non-minorities and reduce improvement needs to 0% to 1%. 3. Develop procedure for LEA use to determine disproportionality based on formula state uses to report to OSEP.	<u>P/S for July 2003-June 2004:</u> .	<u>Future Activities & Projected Timelines for July 2003-June 2004:</u> 1. During 2003-04, provide extensive in-services and across the state to psychologists and special educators. 2. Provide technical assistance upon request for eligibility criteria during the 2003-04 SY. 3.(a.) Provide OSEP disproportionality formula to LEAs to compute own tables. 3.(b.) Identify LEAs who have under or over-representation by ethnicity and by educational

4. Provide technical assistance to LEAs for evaluating ELL students in their native language.		setting by rank order. The DOE will work with these LEAs during the 2004-05 SY. 4. Place packet on state web site for parents to become knowledgeable of the evaluation process for ELL students. <u>Resources</u> CIMP Monitoring Reports Federal Tables 1 & 3
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BF.II High school graduation rates, and drop-out rates, for children with disabilities are comparable to graduation rates and drop-out rates for nondisabled children.

1a. Baseline/Trend Data and Analysis for Graduation Rate: *(for reporting period July 1, 2002 through June 30, 2003.)*

Tennessee's graduates have a choice of three (3) different exit documents. There is the high school diploma, the high school certificate and the special education diploma. The high school diploma is awarded to students who (1) earn the specified 20 units of credit or satisfactorily complete an individualized educational program, (2) meet competency test or gateway examination standards, and (3) have satisfactory records of attendance and conduct.

The high school certificate is awarded to students who have earned the specified 20 units of credit and who have satisfactory records of attendance and conduct, but who have not met competency test or gateway examination standards.

The special education diploma is awarded to students who have satisfactorily completed an individualized education program, and who have satisfactory records of attendance and conduct, but who have not met competency test or gateway examination standards.

Table 4.25			
Percent of Tennessee Students who Graduate with a Regular Diploma			
Graduation Rate expressed as a percentage of students exiting	2000-01	2001-02	2002-03
% of all exiting students receiving a Regular Diploma	73.8	75.8	78.1
% of all students in special education exiting with a Regular Diploma	33.0	34.7	34.4

Source document(s): Tennessee's 2001, 2002, and 2003 OSEP DANS Table 4; and Tennessee Department of Education, Division of Accountability Roster of Graduates Reports for 2001, 2002, and 2003 school years.

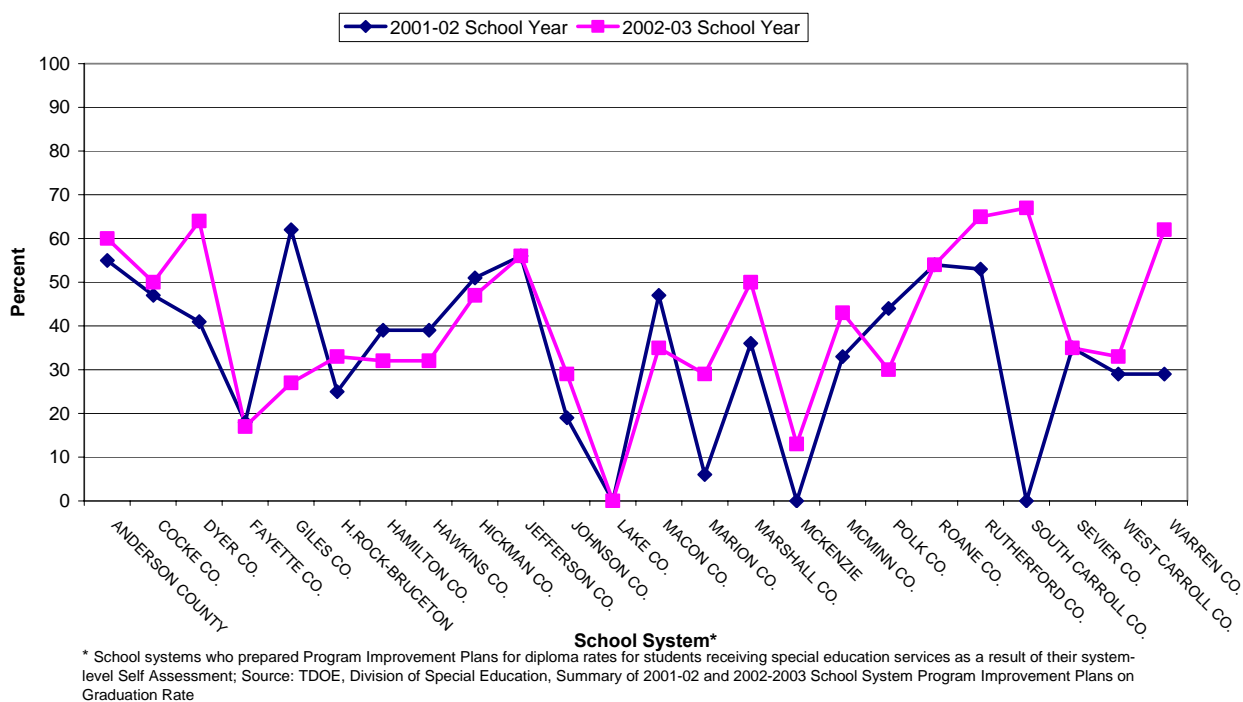
The percent of all students exiting with a regular diploma is defined as the number of all students who graduated with a regular high school diploma divided by the number of students age 14 or older who left school with a regular diploma, with a certificate, or by dropping out. The percent of students in Special Education exiting with a regular diploma is defined as the number of students receiving Special Education services who graduated with a regular high school diploma divided by the number of students receiving Special Education services age 14 or older who left school with a regular diploma, with a certificate, after reaching maximum age, or by dropping out. The calculation is the same for both regular and special education students.

As shown in Table 25 above, the percent of students with and without disabilities who are graduating with a high school diploma has increased by 4.3% over the past three years, while the percentage of all students in special education exiting with a Regular Diploma has increased 1.4% (net increase). NCLB excludes GED completers from being considered as graduates. In Tennessee, children with disabilities who have satisfactorily completed their Individual Education Program, met the competency test or gateway examination standards, and have satisfactory records of attendance and conduct may also receive a regular diploma.

Data from the CIMP Monitoring of LEAs concerning Graduation rates reflect that of 43 LEAs monitored in 2001-2002, 27 required improvements in this area, when comparing disabled to non-disabled students (63%). Of 34 LEAs monitored in 2002-2003, 17 required improvement in this area, when comparing disabled & non-disabled students (50%). CIMP Monitoring of LEAs show that the rates of graduation for disabled students tended to be lower when compared to rates for non-disabled student. Factors such as level of disability, and the difficulty level of state assessments appeared to be the dominant factors in these results.

Table 4.26

Tennessee State Department of Education, Division of Special Education
Continuous Improvement Monitoring System
 Percent of Students with Disabilities Graduating from High School with a
 General Education Diploma



Source document(s): TDOE, Division of Special Education, Continuous Improvement Monitoring of LEAs, Secondary Transition Indicator #42.

Table 4.26 indicates that from 2001-02 to 2002-03, there was a mean increase (improvement) of 6% in students with disabilities graduating with a regular diploma for school systems with Program Improvement Plans targeting improvement in graduation rate for students with disabilities.

1b. Baseline/Trend Data and Analysis for Drop-out Rate:

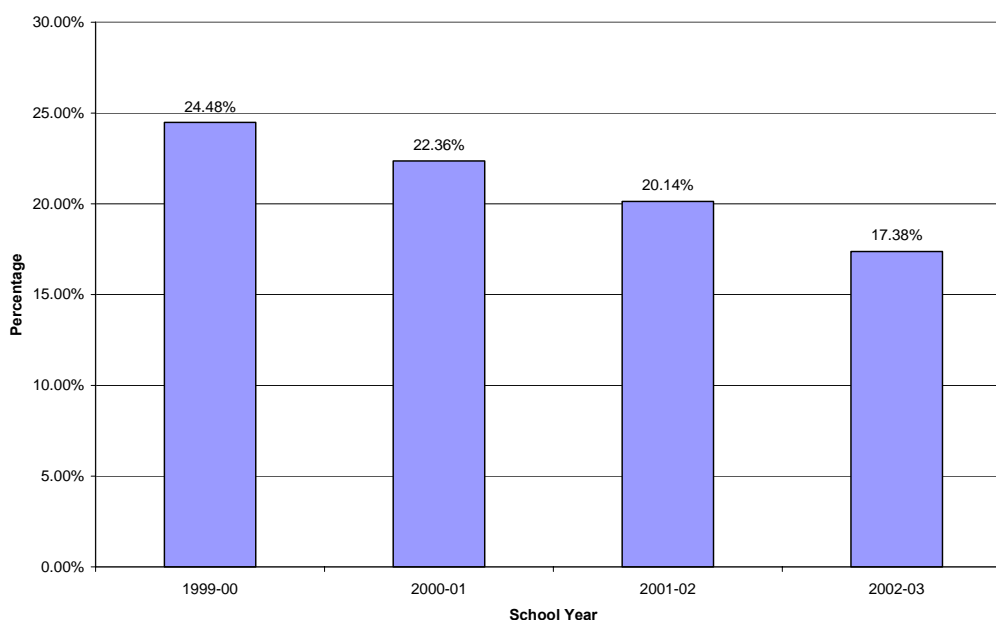
Tennessee defines a dropout as an individual who (1) was enrolled in school at some time during the previous school year; (2) was not enrolled at the beginning of the current school year;

(3) has not graduated from high school or completed a state or system approved education program; and (4) does not meet any of the following exclusionary conditions: (i) transfer to another public school, school system, private school, or state- or system-approved education program; (ii) temporary absence due to suspension or illness; or (iii) death.

Tennessee calculates drop-out rates by *event rate* and *cohort rate*. Tennessee defines the *event rate* as the number of students in grades nine through twelve who drop out of school during a given year divided by the net enrollment in grades nine through twelve for the same year. The *cohort rate* is the percentage of an entering ninth grade class that has dropped out by the end of twelfth grade. It is calculated by dividing the number of students in a graduating class, who dropped out over the four years they were in high school, by the class's ninth grade net enrollment. The *cohort rate* was used for the drop-out calculation method.

Table 4.27

Percent of Tennessee Students with Disabilities Age 14 and Older Dropping Out

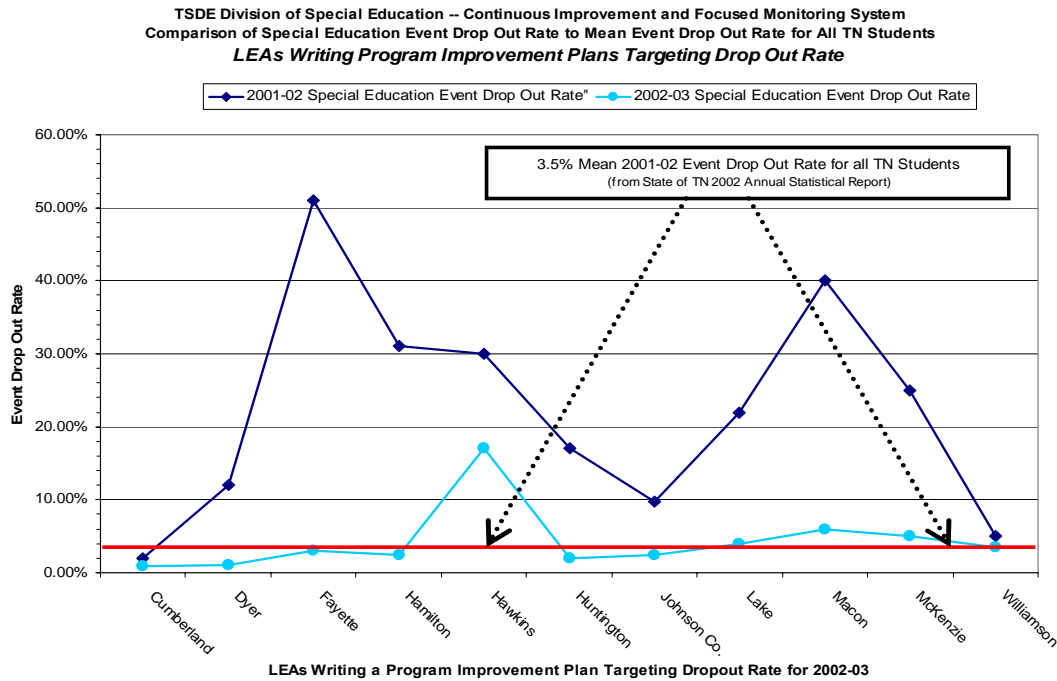


Source document(s): Tennessee's 2000, 2001, 2002, and 2003 OSEP DANS Table 4.

For Table 4.27, percentages of students dropping out were calculated by dividing the number of students with disabilities 14 and older who dropped out by the number of students with disabilities 14 and older who graduated with a diploma, received a certificate, reached the maximum age for services, died, or dropped out, then multiplying by 100.

Data from the CIMP Monitoring of LEAs, show that of 43 LEAs monitored in 2001-02, 12 required improvement in this area (28%). Of 34 LEAs monitored in 2002-03, 4 required improvement in this area (12%). (See graph below)

Table 4.28



Source document(s): TDOE, Division of Special Education, Continuous Improvement Monitoring of LEAs, FAPE in LRE Indicator #30.

In the national ranking of 2000-01 exit data reported to OSEP, Tennessee ranked 7th among 52 states and territories ranked for percent of student with disabilities age 14 and older dropping out. The percent of students with disabilities who are dropping out of school is steadily declining as shown in Table 4.28.

Data from CIMP Monitoring of LEAs shows that dropout rates in TN show fluctuations, due to differences in local calculation methods from year to year as well as changes in definition on the federal level. These changes from year to year are being closely monitored to and those influences accounted for accordingly.

Targets (Sections 2 and 4)	Explanation of Progress/Slippage For Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
BF.II: High school graduation rates, and drop-out rates, for children with disabilities are comparable to graduation rates and drop-out rates for nondisabled children.		
<u>Targets for July 2002-June 2003:</u> 1. To increase the number of disabled students graduating from high school by 1% annually.	<u>P/S for July 2002-June 2003:</u> 1. Progress. As shown in Table 4.25, the percent of students with and without disabilities who are graduating with a high school diploma has increased by 4.3% over the past three years and the percentage of all students in special education exiting with a Regular Diploma has increased 1.4% (net increase).	

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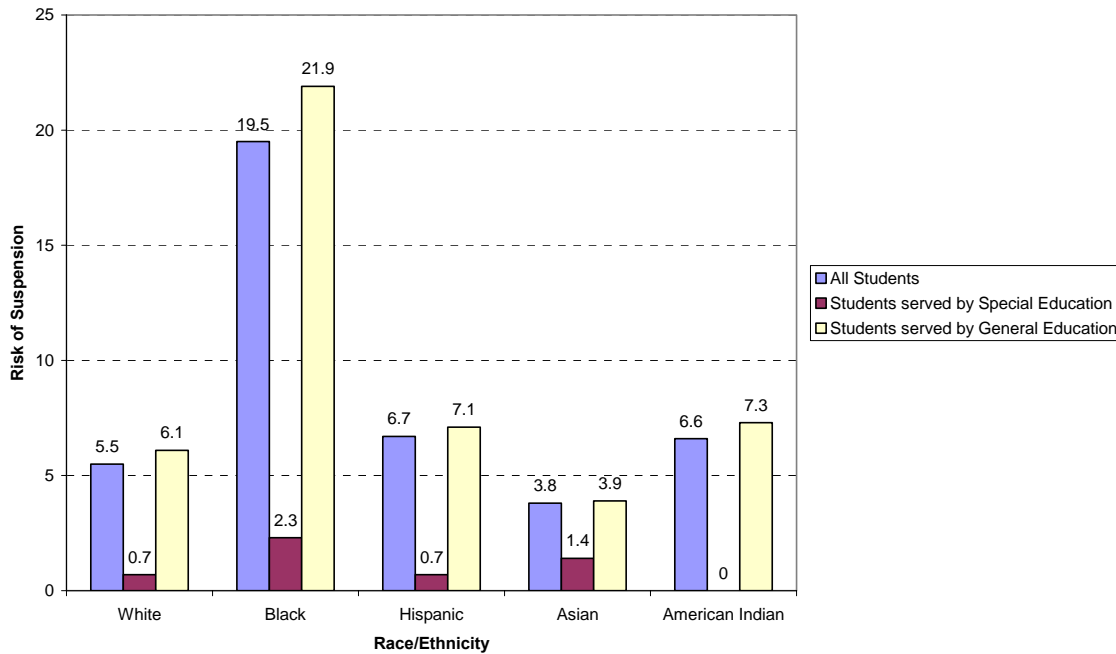
<p>2. To reduce drop-out rates by 1% annually for children with disabilities</p> <p>3. To reduce drop-out rates by a minimum of 1% basically on 3 year comparative responses from LEAs.</p>	<p>2. Progress. Table 4. 27 denotes that our drop-out rate has dropped from 24.48% in 1999-2000 to 17.38% in 2002-2003.</p> <p>3. Concerning CIMP monitoring-</p> <p>(a) Of the 27 PIPs written in 01-02 all action steps were initiated &/or completed. 17 PIPs were written in 02-03. However, graduation rates will require an additional year of comparison to fully analyze increases/decreases.</p> <p>(b) Of the 11 PIPs written concerning drop-out rates in 01-02 all were implemented &/or completed. For the 11 LEAs writing Program Improvement Plans in 2001-02 targeting drop out rate for students with disabilities there was a 17.95% mean decrease(improvement) in percentage of students served by special education dropping out from 2001-02 to 2002-03. Monitoring results reflect that 4 PIPs were written in 02-03.</p>	
<p><u>Projected Targets for July 2003-June 2004</u></p> <p>1. To increase the number of disabled students graduating from high school by 1% annually</p> <p>2. To reduce drop-out rates by 1 % annually for children with disabilities.</p> <p>3. To reduce drop-out rates by a minimum of 1% basically on 3 year comparative responses from LEAS.</p>	<p><u>P/S for July 2003-June 2004:</u></p>	<p><u>Projected Future Activities & Timelines for July 2003-June 2004:</u></p> <p>1. Compare Graduation rates on a 3 year basis to fully analyze improvements or lack there of.</p> <p>2. Determine LEAs who have the lowest ratio of graduation rates and target them for technical assistance.</p> <p>3. Compare drop out rates on a three year basis to fully analyze improvements or lack there of.</p> <p>4. Target LEAs with the highest ratio of dropouts for technical assistance.</p> <p><u>Resources-</u> CIMP monitoring data Annual Report 2003 Federal data tables</p>

BF.III Suspension and expulsion rates for children with disabilities are comparable to the rates for nondisabled children within local educational agencies.

1. Baseline/Trend Data and Analysis for BF.III: (for reporting period July 1, 2002 through June 30, 2003.)

Table 4.29

2002-03 Risk Index for Suspension/Expulsion by Race/Ethnicity for All Students and Students Served by Special and General Education in Tennessee

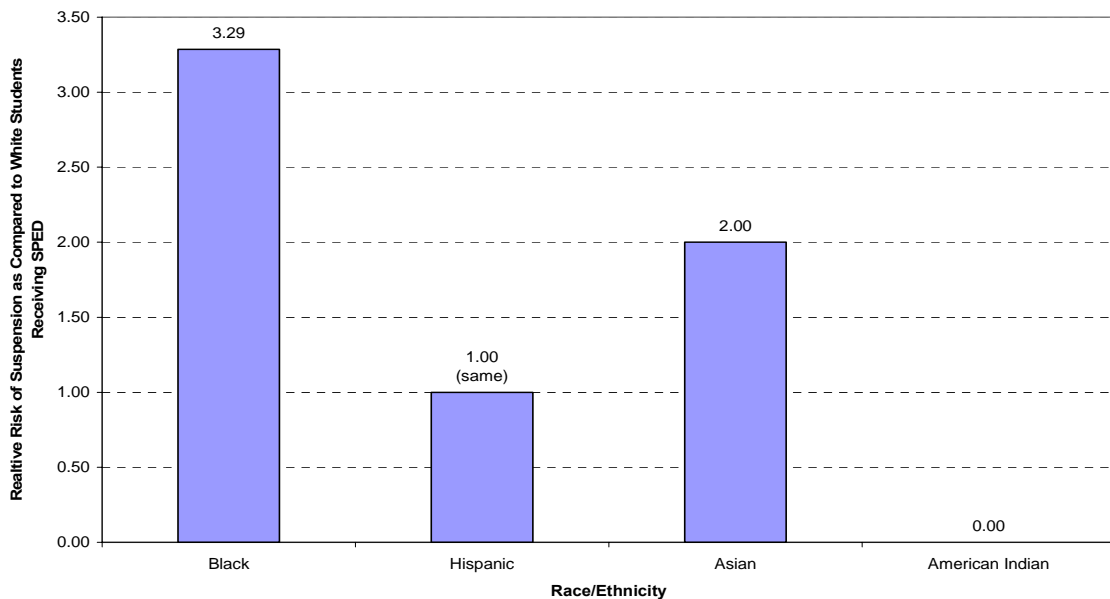


Source: 2002-03 Federal Table 5, Section B, Column 3

Note: The risk index measure used in the graph above is calculated by dividing the number of the target group (e.g., students served by special education) who were suspended /expelled by the total number of students in that group enrolled in the school population.

Table 4.30

2002-03 Relative Risk Ratio for Suspension/Expulsion by Race/Ethnicity for Students Served by Special in Tennessee

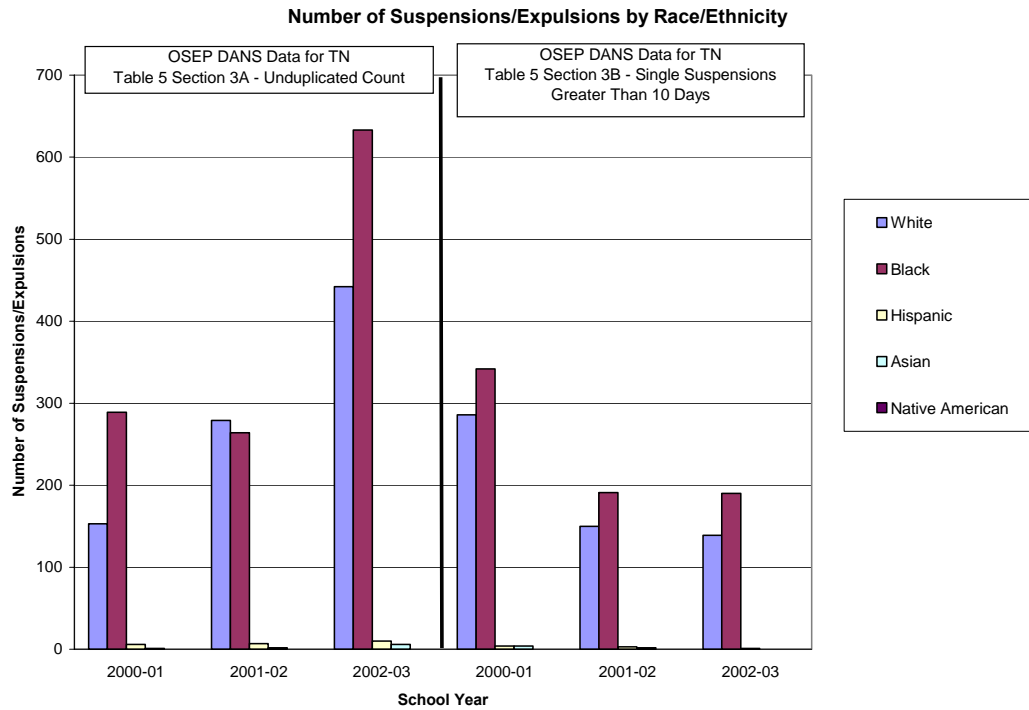


Source document(s): 2002-03 Federal Table 5, Section B, Column 3A

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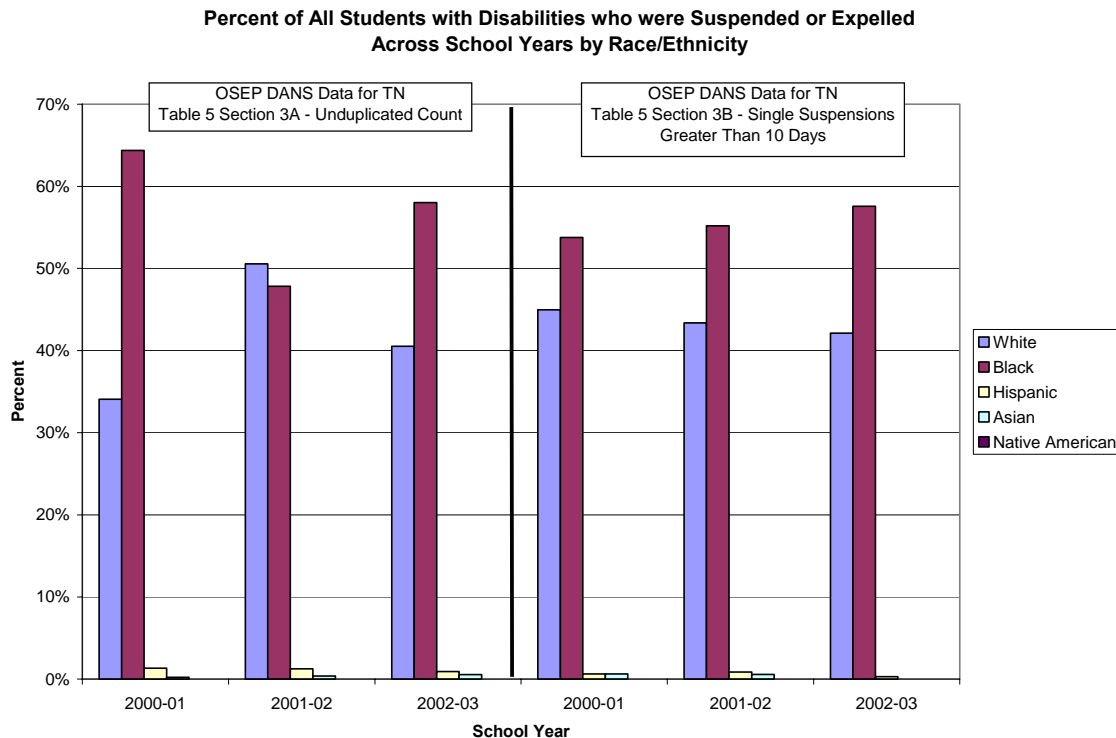
The relative risk ratio for suspension/expulsion is the odds of being suspended/expelled if an individual is in a particular ethnic group. The relative risk ratio for suspension/expulsion by race/ethnicity was calculated by dividing the risk index for students in minority race/ethnic groups by the risk index for students in the majority race/ethnic group (White students).

Table 4.31



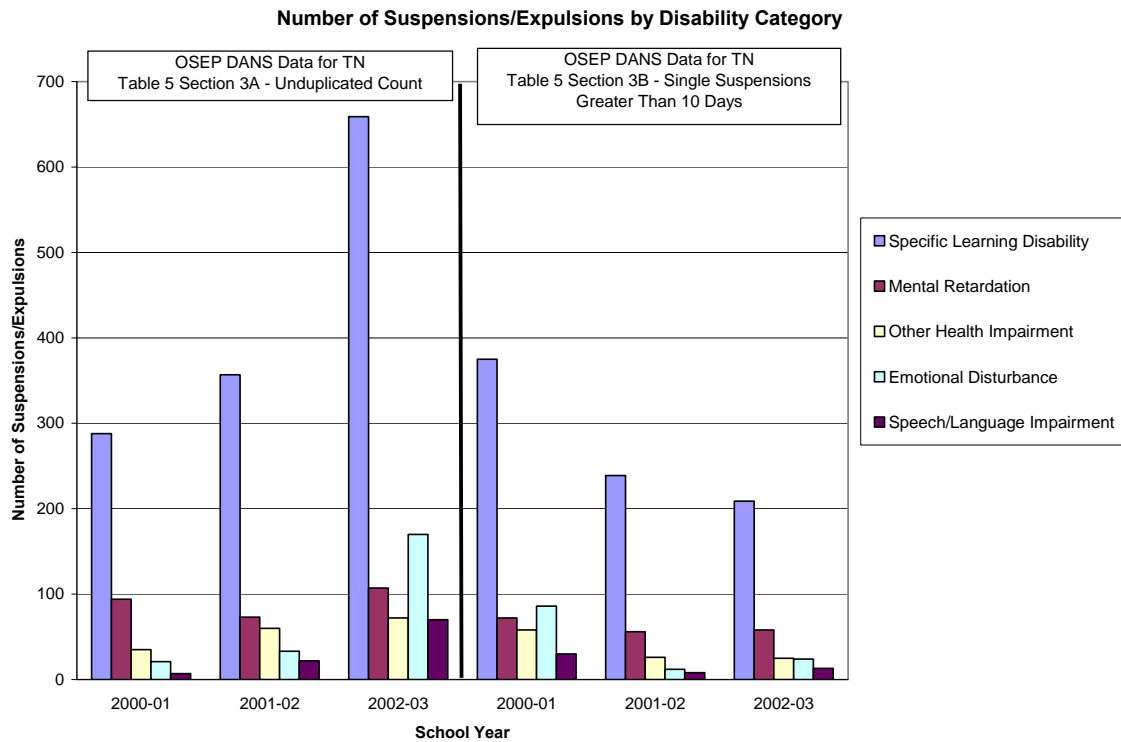
Source document(s): 2002-03 Tennessee OSEP DANS Table 5, Section B, Column 3A

Table 4.32



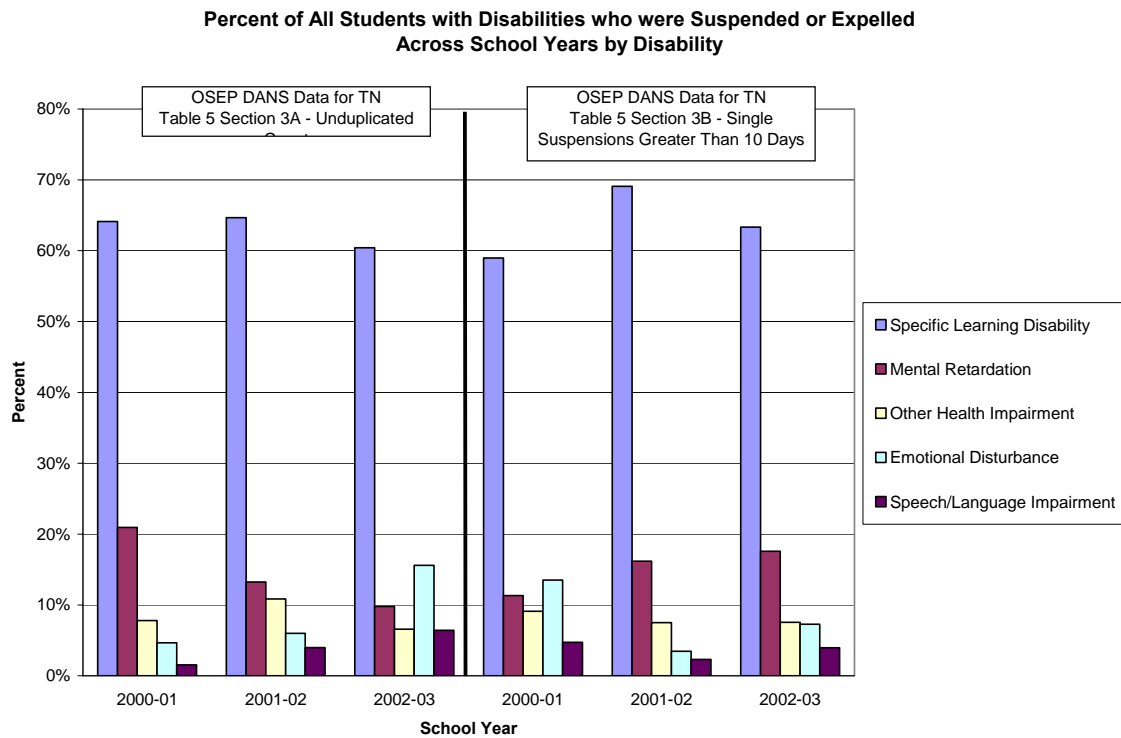
Source document(s): 2002-03 Tennessee OSEP DANS Table 5, Section B, Column 3A

Table 4.33



Source document(s): 2002-03 Tennessee OSEP DANS Table 5, Section A, Column 3A

Table 4.34



Source document(s): 2002-03 Tennessee OSEP DANS Table 5, Section A, Column 3A

In 2001-2002 monitoring, 14 of 42 school systems received training in positive behavior support interventions. In 2002-2003, 9 of 34 systems reported a need for this training. There is no baseline as yet for the number and effectiveness of appropriate functional behavior assessment (FBAs) and behavior intervention plan (BIPs) being written, but it has been developed as a component of monitoring for the 2003-2004 school year.

Information from the CIMP Monitoring of LEAs concerning suspension and expulsion show that - Of 43 LEAs monitored in 01-02, 12 required improvement in this area. (28%) Of 34 LEAs monitored in 02-03, (28%) 4 required improvements in this area (12%). Suspensions of disabled students show a pattern of being lower each year because TN LEAs have made a concerted effort to find other means of serving students instead of out of school suspension. In comparison to non-disabled students rates which are typically higher. Expulsions are so minimal that no data is significant enough for reporting.

Targets (Sections 2 and 4)	Explanation of Progress/Slippage For Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
BF.III: Suspension and expulsion rates for children with disabilities are comparable to the rates for nondisabled children within local educational agencies		
<u>Targets for July 2002-June 2003:</u> 1. No available data on the number of appropriate FBAs conducted and BIPS developed. 2. CIMP Monitoring of LEAs - To reduce improvement needs in this area to 0 to 5%. 3. To decrease suspension and expulsion rates by 5%/year.	<u>P/S for July 2002-June 2003:</u> 1. NA 2. CIMP Monitoring of LEAs Progress. Of 12 program improvement plans written in 2001-02, all were implemented &/or completed satisfactorily. 3. For Federal Data Table 5, Section A, 3A - There has been an increase in the number of unduplicated counts of children suspended or expelled >10 days. The State is in the process of having LEAs review the data submitted to the state to determine the accuracy. At the moment, it appears that the number reported to OSEP is inaccurate and a revision will be submitted once the	

	information is cleared.	
<p><u>Projected Targets for July 2003-June 2004:</u></p> <ol style="list-style-type: none"> 1. Review by LEA the suspension/expulsion data from 2002-03 to determine the LEAs where significant discrepancies exist. 2. Baseline data on the number of appropriate FBAs conducted, and BIPS developed will be collected in the year 2003-2004 through monitoring 3. Conduct teacher interviews. 	<p><u>P/S for July 2003-June 2004:</u></p> <ol style="list-style-type: none"> 1. <u>CIMP Monitoring of LEAs</u> 4 PIPs were written in 2002-03, progress/slippage will be determined in Spring '04. 	<p><u>Future Activities & Projected Timelines for July 2003-June 2004:</u></p> <ol style="list-style-type: none"> 1. Review suspension expulsion practices of LEAs who have been determined to have significant discrepancies. Determine if practices are appropriate or if technical assistance is required. 2. Teacher interviews will be conducted to determine the effectiveness of BIPs developed from appropriately conducted FBAs. The number of office referrals for behavior reasons within a school can be compared to previous years. 2003-2004 will serve as the baseline year, and data on office referrals can be compared in 2004-2005. 3. Teacher interviews will be reviewed in 2004-2005. <p><u>After June, 2004:</u></p> <ol style="list-style-type: none"> 1. Use data from the 2003-2004 school year to determine that FBAs and BIPs are appropriate 2. Target LEAs with the highest ratio of suspension/expulsion rates for technical assistance. 3. Run Table 5, Sections A & B for 2003-04. <p><u>Resources:</u> Functional Behavior Assessments Behavior Intervention Plans Federal Table 5, Section A and B Annual Report 2003 – <i>Students Expelled or Suspended</i></p>

BF.IV: Performance results for children with disabilities on large-scale assessments improve at a rate that decreases any gap between children with disabilities and their nondisabled peers.

1. Baseline/Trend Data: (for reporting period July 1, 2002 through June 30, 2003.)

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	<p align="center">ATTACHMENT 3</p> <p align="center">REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT</p>	<p align="center">PAGE 1 OF 8</p>
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STATE: TENNESSEE

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT

GRADE LEVEL (estimated by age)	STUDENTS WITH IEPs (1)¹	ALL STUDENTS (2)²
3 (age 8)	8931	69,271
4 (age 9)³		
5 (age 10)	9493	72,051
6 (age 11)³		
7 (age 12)³		
8 (age 13)	9964	70,386
HIGH SCHOOL GATEWAY MATHEMATICS⁴ and ALTERNATE ASSESSMENT MATHEMATICS (PA & ASA)		
GRADES 9—12⁵ (ages 14—17)	35,608	246,713
GRADE 10	9493	64,091

¹December 1, 2002 Unduplicated Census Count – based on student's age level and grade level is estimated. Grade level Census Data is not available for students with IEPs in the 2002-2003 school year.
Enrollment data for students with IEPs is not available statewide by grade level.

²Enrollment of All Students is based on Average Daily Membership at each of the reported grades

³Standards-based assessments (CRT) are not available for grades 4, 6, and 7 for the 2002-2003 school year. Data is reported in same manner as with NCLB.

⁴High School Gateway Mathematics is reported for NCLB Accountability purposes after the 1st administration ONLY.

⁵High School Gateway Mathematics is taken at the completion of Algebra I or the equivalent programming, typically at the end of grade 9. It does not necessarily occur at a specific grade level for students with or without IEPs. The Alternate Assessment in Mathematics is administered to students with the most severe to profound disabilities

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	<p align="center">ATTACHMENT 3</p> <p align="center">REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT</p>	PAGE 2 OF 8
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STATE: TENNESSEE

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT OUT OF GRADE LEVEL		
	TOTAL (3)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (3B)	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B)
3	7534	– 0 –	154	– 0 –	– 0 –	– 0 –
4³						
5	8494	– 0 –	203	– 0 –	– 0 –	– 0 –
6³						
7³						
8	8255	– 0 –	324	– 0 –	– 0 –	– 0 –
HIGH SCHOOL GATEWAY MATHEMATICS⁴						
HIGH SCHOOL (GRADES 9-12)	3279	– 0 –	– 0 –	– 0 –	– 0 –	– 0 –
Grade 10⁵	1590	– 0 –	– 0 –	– 0 –	– 0 –	– 0 –

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called accommodations, modifications, or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

³ Standards-based assessment (CRT) is not available for grades 4, 6, and 7 for the 2002-2003 school year.

⁴ Unduplicated count—first attempt only

⁵ Data reported for 10th grade Gateway Mathematics

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	<p align="center">ATTACHMENT 3</p> <p align="center">REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT</p>	<p align="center">PAGE 3 OF 8</p>
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STATE: TENNESSEE

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT ¹					STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	TOTAL (5)		SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS(5A)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ² (5B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ³ (5C)	PARENTAL EXEMPTIONS (6)	ABSENT (7)	EXEMPT ⁵ FOR OTHER REASONS* (8)
3	PA-249	ASA-89	338	- 0 -	PA - 3 / ASA - 7 Total = 10	- 0 -	N/A ⁴	4
4¹	PA-227		PA Only - 227	- 0 -	0 - PA	- 0 -	N/A ⁴	2
5	PA-261	ASA-38	299	- 0 -	PA - 5 / ASA - 0 Total = 5	- 0 -	N/A ⁴	4
6¹	PA-214		PA Only - 214	- 0 -	25 - PA	- 0 -	N/A ⁴	3
7¹	PA-222		PA Only - 222	- 0 -	14 - PA	- 0 -	N/A ⁴	3
8	PA-245	ASA -92	337	- 0 -	PA - 12 / ASA - 3 Total = 15	- 0 -	N/A ⁴	5
HIGH SCHOOL (GRADES 9-12⁶)	PA-152		PA - 152	- 0 -	7 - PA	- 0 -	N/A ⁴	4

* Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

¹ Tennessee's Alternate Assessment is administered in two formats: 1) Portfolio Assessment (PA) - with data available at grades 3-8 and 9th grade (high school) 2) Academic Skills Assessment (ASA), which is an off-level assessment based on student's Instructional Reading Level. TCAP-Alt ASA assessment data (off level) not available for grades 4, 6, and 7, where regular TCAP Assessments are not available as standard-based (CRT) data.

² NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

³ Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

⁴ N/A—Not available—Data not collected in the 2002-2003 school year.

⁵ Medical Exemptions due to significant, life-threatening conditions. Review of requests made on individual basis annually.

⁶ For reporting purposes, the Alternate Portfolio Assessment in High School Mathematics is administered in 9th grade. There are no off-level (TCAP-Alt ASA) tests for Gateway Assessments. Gateway Mathematics is administered at the completion of Algebra I coursework or equivalent curriculum.

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	ATTACHMENT 3 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT	PAGE 4 OF 8
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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT*

STATE TENNESSEE

	REGULAR ASSESSMENT ¹ (9A)			ALTERNATE ASSESSMENT ² (9B)				
GRADE LEVEL	<u>Below Proficient</u>	<u>Proficient</u>	<u>Advanced</u>	<u>Below Proficient</u>	<u>Proficient</u>	<u>Advanced</u>	NO VALID SCORE (10) ⁵	ROW TOTAL ⁶ (11)
	Achievement Level ³	Achievement Level ³	Achievement Level ³	Achievement Level ³	Achievement Level ³	Achievement Level ³		
3	4479	2429	626	ASA – 77 / PA – 24 Total = 92	ASA – 11 / PA – 99 Total = 111	ASA – 1 / PA – 126 Total = 127	158	8022 (909 less than Section A) ⁸
4⁷				PA – 15	PA – 95	PA – 117	2	PA Only – 227
5	5259	2771	464	ASA – 32 / PA – 08 Total = 40	ASA – 6 / PA – 102 Total = 108	ASA – 0 / PA – 151 Total = 151	207	9000 (493 less than Section A) ⁹
6⁷				PA – 11	PA – 114	PA – 89	3	PA Only – 214
7⁷				PA – 34	PA – 101	PA – 88	3	PA Only – 223
8	5774	2269	212	ASA – 72 / PA – 22 Total = 94	ASA – 15 / PA – 122 Total = 137	ASA – 5 / PA – 101 Total = 106	329	8921 (1043 less than Section A) ⁸
HIGH SCHOOL (GRADE 10)⁹	1958 1018	863 393	458 179	Math PA – 11	Math PA – 54	Math PA – 87	Math PA – 4	3435 1590 (7747 less than Section A)

* State achievement level(s) considered proficient or higher for purposes of NCLB are: proficient and advanced

¹ The total number of students reported by achievement level in 9A is to equal the number reported in column 3 plus column 4 minus the number reported in columns 3B and 4B.

² The total number of students reported by achievement level in 9B is to equal the number reported in column 5 minus the number reported in columns 5B.

³ Include all students whose assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score or who took the assessment out of grade level.

⁴ Include students whose score counted in the lowest achievement level for NCLB because of the cap on the percentage of students whose alternate assessment on alternate achievement standards can count as proficient or above for purpose of AYP.

⁵ The number of students reported in column 10 is to equal the number reported in column 3B plus column 4B plus column 5B plus column 6 plus column 7 plus column 8. Note Invalid Scores for grades 4, 6, & 7 reported for TCAP-Alt Portfolio Assessment (PA) only. They include invalid scores and medical exemptions (see Alternate Assessment data, page3, and footnote 5).

⁶ The row total (column 9A level A + level B + level C ... + level X) + (column 9B level A, level B, level C ... + level X) + column 10 is to equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide an explanation.

⁷TCAP-Alt ASA (off level) assessment data for grades 4, 6, and 7 and regular TCAP Assessments are not available as CRT data. TCAP-Alt Portfolio Assessment Results are reported for grades 3, 4, 5, 6, 7, & 8.

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	<p align="center">ATTACHMENT 3 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT</p>	PAGE 5 OF 8
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STATE: TENNESSEE

SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH IEPs (1) ¹	ALL STUDENTS (2) ²
3 (age 8)	8931	69,271
4 (age 9) ³		
5 (age 10)	9493	72,051
6 (age 11) ³		
7 (age 12) ³		
8 (age 13)	9964	70,386
HIGH SCHOOL GATEWAY ENGLISH/LANGUAGE ARTS (1ST administration)⁴ <u>and</u> ALTERNATE ASSESSMENT READING (PA & ASA)		
GRADES 9—12 ⁵ (ages 14—17)	35,608	246,713
GRADE 10	9493	64,091

¹December 1, 2002 Unduplicated Census Count

²Enrollment of All Students is based on Average Daily Membership at each of the reported grades

³Standards-based assessment (CRT) is not available for grades 4, 6, and 7 for the 2002-2003 school year. Data is reported in same manner as with NCLB.

⁴High School Gateway English/Language Arts is reported for NCLB Accountability purposes after the 1st administration ONLY.

⁵High School Gateway English/Language Arts is taken at the completion of English II or the equivalent programming, typically at the end of grade 10. It does not necessarily occur at a specific grade level for students with or without IEPs. The Alternate Assessment English/Language Arts (Reading) is administered to students with the most severe to profound disabilities at Grade

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	<p>ATTACHMENT 3</p> <p>REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT</p>	PAGE 6 OF 8
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STATE: TENNESSEE

SECTION D. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			STUDENTS WITH DISABILITIES WHO TOOK <u>REGULAR ASSESSMENT</u> OUT OF GRADE LEVEL		
	TOTAL (3)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (3B)	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B)
3	7524	- 0 -	189	- 0 -	- 0 -	- 0 -
4 ³						
5	8514	- 0 -	221	- 0 -	- 0 -	- 0 -
6 ³						
7 ³						
8	8288	- 0 -	426	- 0 -	- 0 -	- 0 -
HIGH SCHOOL GATEWAY ENGLISH/LANGUAGE ARTS/READING ⁴						
HIGH SCHOOL (Grade 10)	9493	- 0 -	- 0 -	- 0 -	- 0 -	- 0 -

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called accommodations, modifications, or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

³ Standards-based assessment (CRT) is not available for grades 4, 6, and 7 for the 2002-2003 school year.

⁴ Unduplicated count—first attempt only

⁵ Data is reported for 10th grade Gateway Reading/Language Arts.

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	<p align="center">ATTACHMENT 3</p> <p align="center">REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT</p>	<p align="center">PAGE 7 OF 8</p>
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STATE: TENNESSEE

SECTION D. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT ¹					STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	TOTAL (5)		SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5A)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ² (5B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ³ (5C)	PARENTAL EXEMPTIONS (6)	ABSENT (7)	EXEMPT ⁵ FOR OTHER REASONS* (8)
3	PA – 248	ASA – 93	341	0	PA – 4 / ASA – 5 Total = 9	– 0 –	N/A ⁴	4
4¹	PA-227		PA Only – 227	0	0 – PA	– 0 –	N/A ⁴	2
5	PA – 261	ASA – 38	299	0	PA – 5 / ASA – 0 Total = 5	– 0 –	N/A ⁴	4
6¹	PA-214		PA Only – 214	0	25 – PA	– 0 –	N/A ⁴	3
7¹	PA-222		PA Only – 222	0	14 – PA	– 0 –	N/A ⁴	3
8	PA – 245	ASA – 90	335	0	PA – 12 / ASA – 5 Total = 17	– 0 –	N/A ⁴	5
HIGH SCHOOL (GRADES 10 & 11)⁶	PA – 194		194	0	5 – PA	– 0 –	N/A ⁴	2

* Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

¹ Tennessee's Alternate Assessment is administered in two formats: 1) Portfolio Assessment (PA) – with data available at grades 3-8 and 9th grade (high school) 2) Academic Skills Assessment (ASA), which is an off-level assessment based on student's Instructional Reading Level. TCAP-Alt ASA assessment data (off level) not available for grades 4, 6, and 7, where regular TCAP Assessments are not available as standard-based (CRT) data.

² NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

³ Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

⁴ N/A—Not available—Data not collected in the 2002-2003 school year.

⁵ Medical Exemptions due to significant, life-threatening conditions. Review of requests made on individual basis annually.

⁶ For reporting purposes, the Alternate Assessment (Portfolio Assessment) in High School English/Language Arts (Reading) is administered in 10th grade. Gateway English/Language Arts II is administered at the completion of English II coursework or equivalent curriculum. Students who take the Alternate Assessment (Academic Skills Assessment) are included in the 11th Grade TCAP Writing Assessment. These scores are reported as a Composite Reading/Language Arts score for NCLB purposes.

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	ATTACHMENT 3 ;REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT	PAGE 8 OF 8
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SECTION E. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT* - TENNESSEE

GRADE LEVEL	REGULAR ASSESSMENT ¹ (9A)			ALTERNATE ASSESSMENT ² (9B)			NO VALID SCORE (10) ⁵	ROW TOTAL ⁶ (11)
	<u>Below Proficient</u> Achievement Level ³	<u>Proficient</u> Achievement Level	<u>Advanced</u> Achievement Level	<u>Below Proficient</u> Achievement Level	<u>Proficient</u> Achievement Level	<u>Advanced</u> Achievement Level		
3	5002	2084	438	ASA – 68 / PA – 21 Total = 79	ASA – 24 / PA – 96 Total = 120	ASA – 1 / PA – 131 Total = 132	193	8048 (883 less than Section D)
4⁷				PA – 15	PA – 88	PA – 125	2	PA Only – 220
5	5972	2227	315	ASA – 29 / PA – 10 Total = 39	ASA – 9 / PA – 96 Total = 105	ASA – 0 / PA – 155 Total = 155	225	9038 (455 less than Section D)
6⁷				PA – 11	PA – 115	PA – 86	3	PA Only – 220
7⁷				PA – 34	PA – 108	PA – 84	3	PA Only – 215
8	5913	2218	257	ASA – 61 / PA – 24 Total = 85	ASA – 26 / PA – 121 Total = 147	ASA – 3 / PA – 131 Total = 134	531	9285 (679 less than Section D)
HIGH SCHOOL (GRADE 10)⁹	2675	1518	490	Reading PA – 5	Reading PA – 72	Reading PA – 110	Reading PA – 4	4874 (4623 less than Section 10)

* State achievement level(s) considered proficient or higher for purposes of NCLB are: Proficient and Advanced

¹ The total number of students reported by achievement level in 9A is to equal the number reported in column 3 plus column 4 minus the number reported in columns 3B and 4B.

² The total number of students reported by achievement level in 9B is to equal the number reported in column 5 minus the number reported in columns 5B.

³ Include all students whose assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score or who took the assessment out of grade level.

⁴ Include students whose score counted in the lowest achievement level for NCLB because of the cap on the percentage of students whose alternate assessment on alternate achievement standards can count as proficient or above for purpose of AYP.

⁵ The number of students reported in column 10 is to equal the number reported in column 3B plus column 4B plus column 5B plus column 6 plus column 7 plus column 8.

⁶ The row total (column 9A level A + level B + level C ... + level X) + (column 9B level A, level B, level C ... + level X) + column 10 is to equal the number of students with IEPs reported in Section D. If the number of students is not the same, provide an explanation.

⁷ TCAP-Alt ASA (off level) assessment data for grades 4, 6, and 7 and regular TCAP Assessments are not available as CRT data. TCAP-Alt Portfolio Assessment Results are reported for grades 3, 4, 5, 6, 7, and 8.

⁸ Explanation of differences in enrollment and total number of students with IEPs taking the TCAP Assessments: 1) Attachment 3, Section A Enrollment Data for Reading Assessment is based on December 1, 2002 Unduplicated Census Count (by age level). Grade levels were estimated by age (i.e., students who are age 8, are estimated to be in the 3rd grade, although may be in the 2nd). Students age 8 may also have been retained in the 2nd grade. 2) Several LEAs did not record all students with IEPs as students receiving Special Education services (i.e., students receiving *speech only* services or students who are on Consultation).

⁹ Explanation of differences in enrollment and total number of students with IEPs taking *Gateway Language Arts/Reading* (grade 10): 1) Data is reported only for *Gateway Language Arts/Reading* and *TCAP-Alt Portfolio Assessment* in Language Arts/Reading. Students in the 9th, 10th, and 11th grades take the *TCAP Gateway Language Arts/Reading* upon completion of IEP goals and objectives assessed by the *Gateway Language Arts/Reading*.

Table 4.34

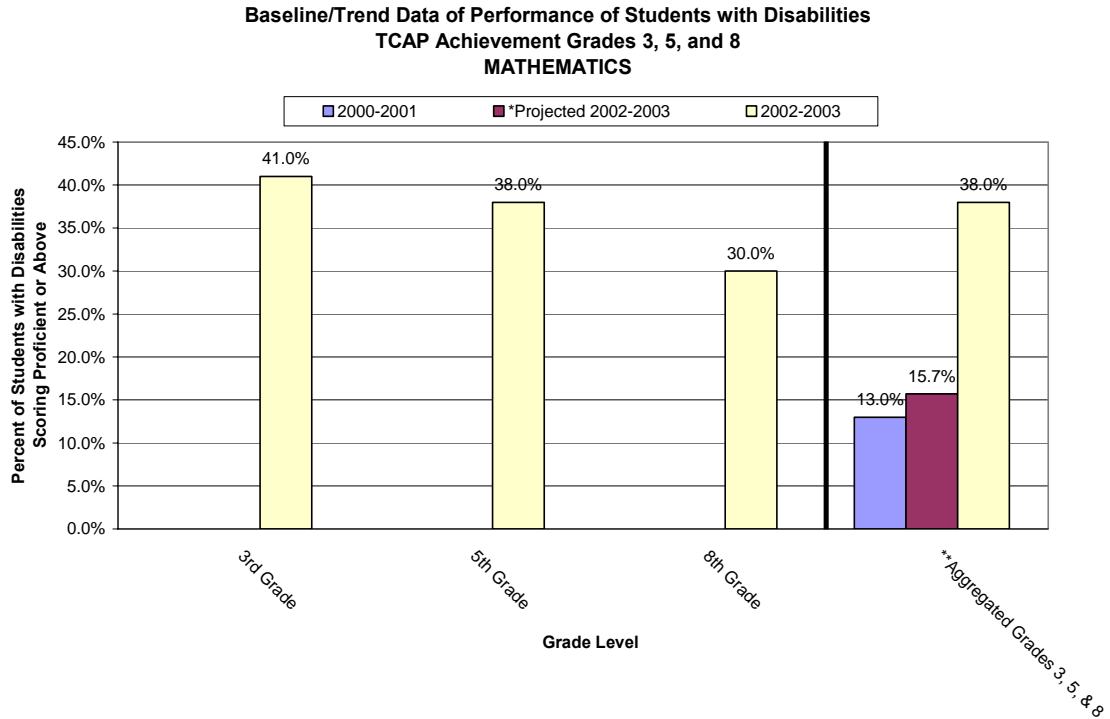
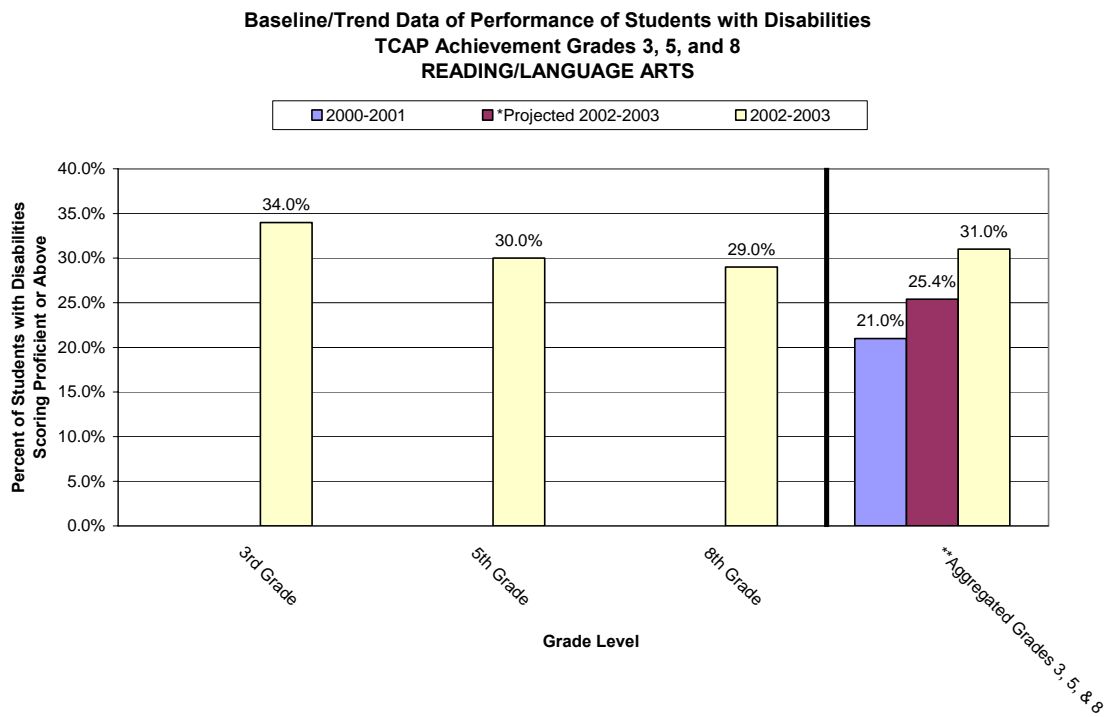


Table 4.35

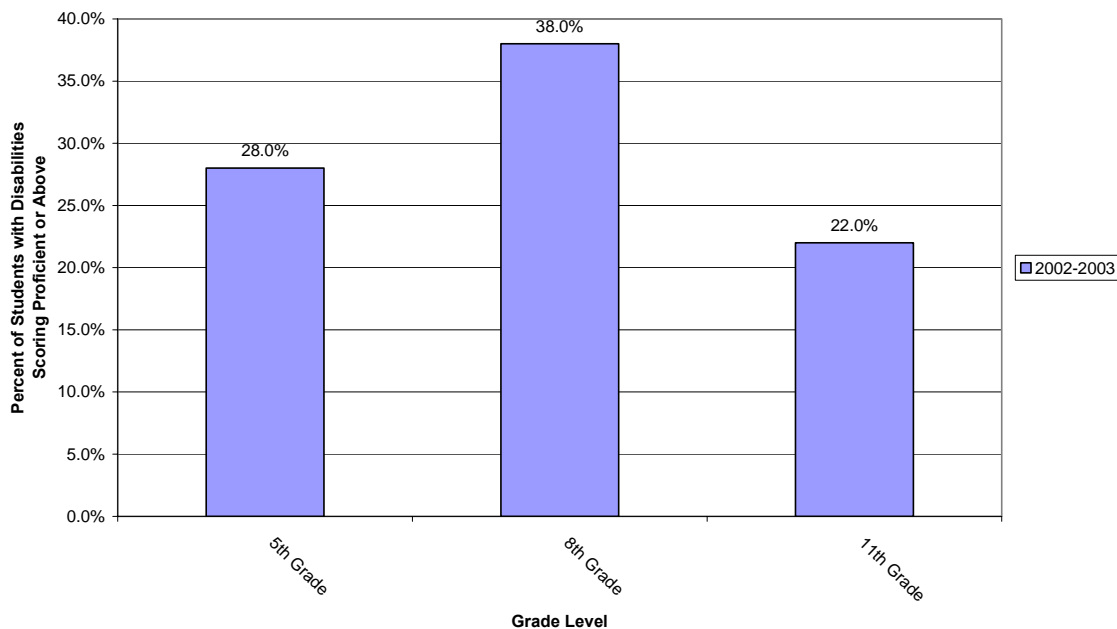
*Projected AYP Gains based on TN Safe Harbor Guidelines of 10% gain annually.
 **2000-2001 assessment results not disaggregated across grade levels for comparison with 2002-2003 data.



*Projected AYP Gains based on TN Safe Harbor Guidelines of 10% gain annually.
 **2000-2001 assessment results not disaggregated across grade levels for comparison with 2002-2003 data.

Table 4.36

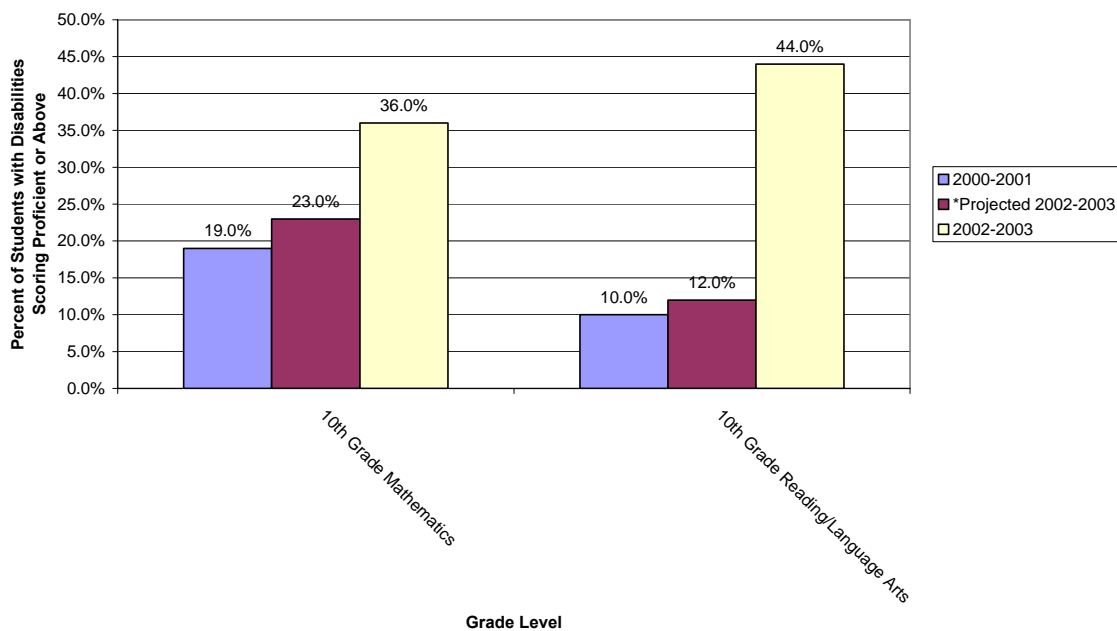
**Baseline Data of Performance of Students with Disabilities
TCAP Writing
Grades 5, 8, and 11**



Note: Writing Assessment comparison data in 2000-2001 is not available. Grade levels administered in 2000-2001 were 4th, 7th, and 11th.

Table 4.37

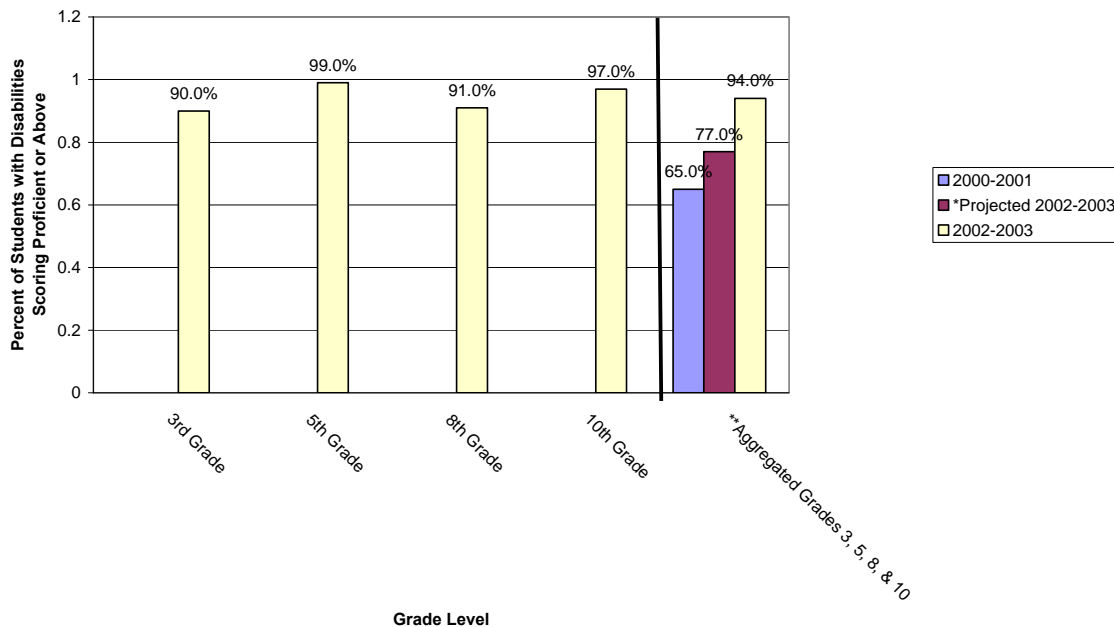
**Baseline/Trend Data of Performance of Students with Disabilities
TCAP Gateway Assessment
Mathematics and Reading/Language Arts**



*Projected AYP Gains based on TN Safe Harbor Guidelines of 10% gain annually.

Table 4.38

**Baseline/Trend Data of Performance of Students with Disabilities
TCAP-Alt Portfolio Assessment Grades 3, 5, 8, and 10
MATHEMATICS**

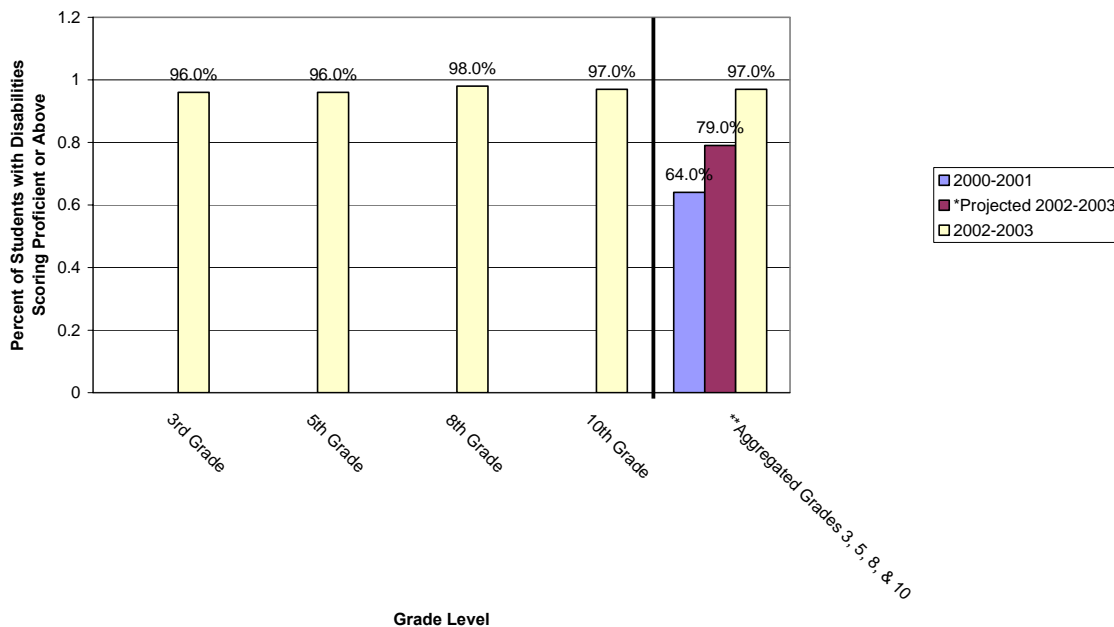


*Projected AYP Gains based on TN Safe Harbor Guidelines of 10% gain annually.

**2000-2001 assessment results not disaggregated across grade levels for comparison with 2002-2003 data.

Table 4.39

**Baseline/Trend Data of Performance of Students with Disabilities
TCAP-Alt Portfolio Assessment Grades 3, 5, 8, and 10
READING/LANGUAGE ARTS**



*Projected AYP Gains based on TN Safe Harbor Guidelines of 10% gain annually.

**2000-2001 assessment results not disaggregated across grade levels for comparison with 2002-2003 data.

Tennessee Comprehensive Assessment Program (TCAP) Regular Program Assessments

(a) TCAP Achievement

Mathematics

Baseline/Trend Data: 41% of students with disabilities scored proficient or above at 3rd grade level, 38% at 5th grade level, and 30% at grade level 8.

Analysis: 36% of students with disabilities obtained Proficient or Advanced on Mathematics Achievement Assessment in grades 3, 5, and 8. AYP gains were targeted for 10% annual gain by Safe Harbour in NCLB State Plan. The gain of 13% Proficient or above scores from the 2000—2001 assessment (from 13% Proficient) is significantly higher than anticipated. Expected gains were projected to 15.7% proficiency, with a difference of approximately 20% more students scoring proficient or above on the TCAP Achievement Mathematics Test.

Reading/Language Arts

Baseline/Trend Data: 34% of students with disabilities scored proficient or above on the TCAP Achievement Reading at 3rd grade level, 30% at 5th grade level, and 29% at grade level 8.

Analysis: 31% of students with disabilities obtained Proficient or Advanced on Reading Achievement Assessment in grades 3, 5, and 8. AYP gains were targeted for 10% annual gain by Safe Harbour in NCLB State Plan. The gain of 10% Proficient or above scores from the 2000—2001 assessment (from 21% Proficient) is significantly higher than anticipated. Expected gains were projected to 25.4% proficiency, with a difference of approximately 6% more students scoring proficient or above on the TCAP Achievement Reading Test.

(b) TCAP Writing Assessment

Baseline/Trend Data: 28% of students with disabilities scored competent or above on the TCAP Writing Assessment at 5th grade level, 38% at 8th grade level, and 22% at 11th grade level.

Analysis: Comparisons of the 2000-2001 and 2002-2003 Writing Assessments cannot be made with statistical validity. The targeted grade levels in the 2000-2001 school year were 4, 7, and 11. Beginning in the 2002-2003 school year, these grade levels were moved to grades 5, 8, and 11. Data for SWDs assessed by the 11th Grade Writing Assessment, given in both 2000-2001 and 2002-2003 is not available for the 2000-2001 school year.

(c) TCAP Gateway Assessments

[Note: High School Gateway Assessments in Mathematics and English/Language Arts are replacing the TCAP Competency Assessments in those areas. The last large-scale administration of the TCAP Competency for high school seniors will be in the summer of 2004.)

Gateway Mathematics

Baseline/Trend Data: 36% of students with disabilities scored proficient or above on the TCAP Gateway Mathematics as reported at 10th grade level.

Analysis: 36% of students with disabilities obtained Proficient or Advanced on 10th grade High School Competency in Mathematics. AYP gains were targeted for 10% annual gain by Safe Harbour in NCLB State Plan. The gain of 10% Proficient or above scores from the 2000—2001 assessment (from 19% Proficient) is significantly higher than anticipated. Expected gains were projected to 23% proficiency, with a difference of approximately 13% percent more students scoring proficient or above on the Gateway Mathematics.

Gateway Reading/Language Arts

Baseline/Trend Data: 44% of students with disabilities scored proficient or above scores on the TCAP Gateway Reading/Language Arts as reported at 10th grade level.

Analysis: 44% of students with disabilities obtained Proficient or Advanced on 10th grade High School Competency in Reading/Language Arts. AYP gains were targeted for 10% annual gain by Safe Harbour in NCLB State Plan. The gain of 10% Proficient or above scores from the 2000—2001 assessment (from 10% Proficient) is significantly

higher than anticipated. Expected gains were projected to 12% proficiency, a difference of approximately 32% more students scoring proficient or above on the Gateway Reading/Language Arts.

Tennessee Comprehensive Assessment Program—Alternate (TCAP-Alt) Alternative Program Assessments

(d) TCAP-Alt Academic Skills Assessment (TCAP-Alt ASA):

ASA Mathematics

Baseline/Trend Data: 13% of students with disabilities participating in the TCAP Alternate Mathematics Assessment-ASA (Alternate Skills Assessment) scored proficient or above at grade 3, 16% at grade level 5, and 22% at grade level 8.

ASA Reading

Baseline/Trend Data: 27% of students with disabilities participating in the TCAP Alternate Reading Assessment ASA (Alternate Skills Assessment—out-of-level TerraNova) scored proficient or above at grade 3, 24% at grade level 5, and 32% at grade level 8.

Analysis: The ASA was not an option for assessment in the 2000-2001 school year and data analysis. Therefore, comparison with the 2002-2003 school year is not available. The ASA is an off-level TerraNova, which is a Norm-Referenced Assessment (NRT). Therefore, this assessment does not measure curriculum standards across grade levels for students with the most significant disabilities in Tennessee. The final administration of the ASA will be in the 2003-2004 school year. It is being replaced by the Alternate Curriculum Standards Assessment (ACSA) will measure curriculum standards at the student's grade level, and be modified to the student's skill level. The TCAP-Alt ACSA will be provided for students with the most significant cognitive disabilities at grade levels 3—10 as one of two alternate assessment options. The curriculum standards in the ACSA have been calibrated to measure AYP at each grade level. Data analysis and measurement of progress will be made annually, with the 2004-2005 performance scores used as a data base.

(e) TCAP-Alt Portfolio Assessment (TCAP-Alt PA) :

PA Mathematics

Baseline/Trend Data: 90% of students with disabilities participating in the TCAP Alternate Mathematics Assessment PA (Portfolio Assessment) scored proficient or above at grade 3, 99% at grade 5, 91% at grade level 8, and 97% at grade level 10.

Analysis: 94% of students participating in the TCAP Alternate Assessment (Portfolio Assessment) obtained Proficient or Advanced on grades 3, 5, 8, and 10 in Mathematics. AYP gains were targeted for 10% annual gain. The gain of 10% Proficient or above scores from the 2000—2001 assessment is significantly higher than anticipated. Expected gains were projected to 77% proficiency, a difference of approximately 17% more students scoring proficient or above on the Portfolio Assessment in Mathematics.

PA Reading

Baseline/Trend Data: 96% of students with disabilities participating in the TCAP Alternate Reading Assessment PA (Portfolio Assessment) scored proficient or above at grade 3, 96% at grade 5, 98% at grade level 8, and 97% of at grade level 10.

Analysis: 97% of students participating in the TCAP Alternate Assessment (Portfolio Assessment) obtained Proficient or Advanced on grades 3, 5, 8, and 10 in Reading/Language Arts. AYP gains were targeted for 10% annual gain. The gain of 10% Proficient or above scores from the 2000—2001 assessment is significantly higher than anticipated. Expected gains were projected to 79% proficiency, a difference of approximately 18% more students scoring proficient or above on the Portfolio Assessment in Reading/Language Arts.

Targets (Sections 2 and 4)	Explanation of Progress/Slippage for Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
BF.IV: Goal 2		
<u>Targets for July 2002—June 2003</u> (1) Improve the performance of SWDs on TCAP Achievement Assessments as reported at grades 3, 5, and 8 in the areas of Mathematics and Reading/Language Arts. (2) Increase inclusion in and improve performance of students with disabilities on TCAP Gateway Assessments in Mathematics and Reading/Language Arts.	<u>P/S for July 2002—June 2003</u> For PT Items (1 & 2) <ul style="list-style-type: none"> Increased training in curricular standards at grade level for teachers of students with disabilities. Ongoing training with teachers and administrators in the development of programs providing access to the general curriculum to students with the most significant cognitive disabilities. Ongoing training with teachers and administrators on the assessment accommodations for regular TCAP Assessments. 	<u>Projected Activities for June 2002—July 2003</u> For PT Items (1 & 2) <ul style="list-style-type: none"> Training on instructional methodology linking goals for students with disabilities and statewide curriculum standards at the student's grade level (2003-2004)—Department Education On-going Technical Assistance (2003-2004)—Division of Special Education Staff. Review and Revise Special Accommodations as appropriate for statewide and district-wide assessments.
<u>Targets for July 2003—June 2004</u> (1) Improve the performance of SWDs on TCAP Achievement Assessments as reported at grades 3, 5, and 8 in the areas of Mathematics and Reading/Language Arts. (2) Increase inclusion in and improve performance of students with disabilities on TCAP Gateway Assessments in Mathematics and Reading/Language Arts.	<u>P/S for July 2003—June 2004</u> For PT Items (1 & 2) <ul style="list-style-type: none"> P: Increased training in curricular standards at grade level for teachers of students with disabilities. P: Ongoing training with teachers and administrators on the assessment accommodations for regular TCAP Assessments. S: Need to clarify coding procedures for students with disabilities on the answer document. Note: Some CWDs (i.e., speech only, consultation) were not included in Special Education data. 	<u>Projected Activities for July 2003—June 2004</u> For PT Items (1—3) <ul style="list-style-type: none"> Training on instructional methodology linking goals for students with disabilities and statewide curriculum standards at the student's grade level (2003-2004)—Department Education Gateway Institutes—Differentiated Instruction (high school Mathematics and Reading/Language Arts): Regional institutes will allow systems in a specific region or area of Tennessee to collaborate in participating in a Gateway institute. Target audience includes teachers of Gateway subjects and teachers of subjects that feed into the Gateway courses, and provide training on the Gateway lessons and additional modifications to the regular Gateway lessons designed to accommodate the needs of special education students (2003-2004)—Department of Education On-going Technical Assistance (2003-2004)—Division of Special Education Staff. Provide statewide training for revisions of Special Accommodations for statewide assessments (2003-2004)—Divisions of Special Education and Evaluation & Assessment. Closing the Achievement Gap Task Force of general and special educators to analyze to make recommendations on the systemic changes necessary to bring various sub-groups closer to proficiency

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<p>(3) Increase the number of students with disabilities receiving regular diplomas as a result of obtaining proficient scores on the Gateway Assessments.</p> <p>(4) Assure statewide public reporting of TCAP participation (TCAP and TCAP-Alt)</p>	<p>For PT Item (3)</p> <ul style="list-style-type: none"> • Need for more training in determination the most appropriate form of the Alternate Assessment for students with the most significant disabilities. • TCAP-Alt ASA measures achievement as a Norm-Referenced Assessment (NRT) and does not appropriately measure curriculum standards across grade levels. Performance is skewed due to students lack of exposure to standards measured by the assessment (TerraNova). <p>For PT Item (4)</p> <ul style="list-style-type: none"> • Lack of interdepartmental communication for assessment public posting of scores. 	<p>(2003-2004)—Department of Education.</p> <ul style="list-style-type: none"> • State Student Management System (SSMS), a Departmental data base for the collection and analysis of <u>ALL STUDENT DATA STATEWIDE</u> (2003-2004: Phase II) –Department of Education. <p>For PT Item (3)</p> <ul style="list-style-type: none"> • Statewide training for TCAP-Alt Portfolio Assessment (2003-2004)—Division of Special Education • Development and administration of the TCAP-Alt Alternate Curriculum Standards Assessment (ACSA) to replace off-level Academic Standards Assessment (ASA) (Date TBA)—Division of Special Education. <p>For PT Item (4)</p> <ul style="list-style-type: none"> • Report performance scores for students with the most significant cognitive disabilities (Alternate Assessment) as aggregated and disaggregated data in the State Assessment Report (2003-2004)—Divisions of Special Education and Evaluation & Assessment
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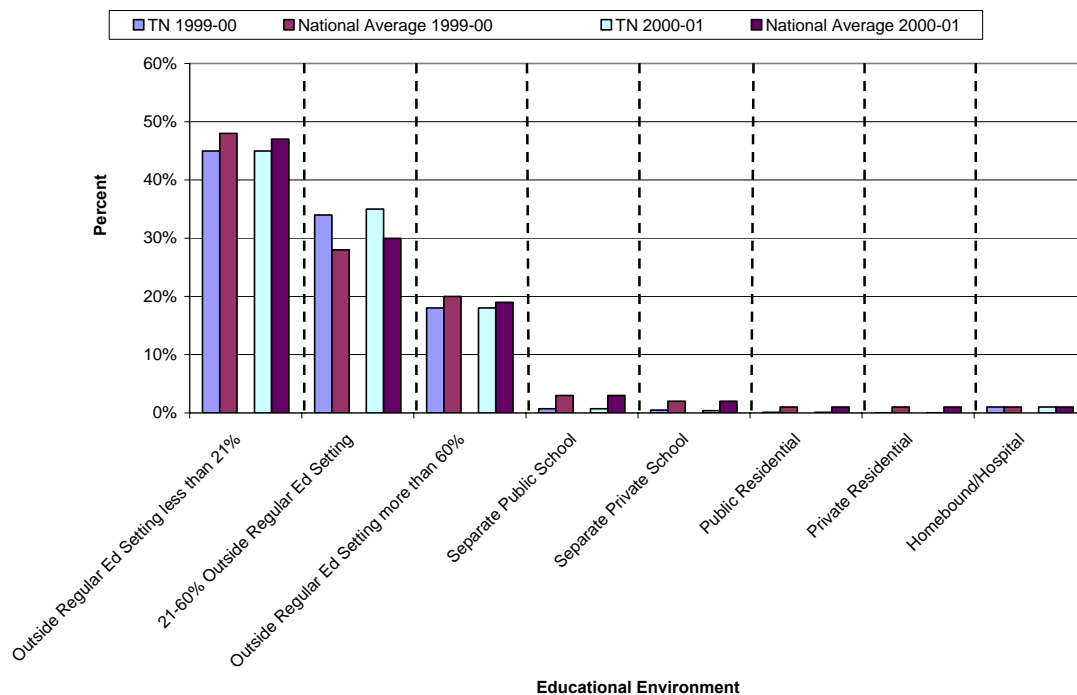
BF.V Children with disabilities are educated with nondisabled peers to the maximum extent appropriate, including preschool.

1. Baseline/Trend Data & Analysis for BF.V: (for reporting period July 1, 2002 – June 30, 2003)

NOTE: For education environment data regarding students with disabilities ages 6-21, please refer to Tables 4.15 through 4.24.

Table 4.40

**Percentage of Students served by Special Education across Educational Environment:
A Comparison of Tennessee and National Averages for 1999-00 and 2000-01**



Source document(s): 1999-00 and 2000-01 Tennessee OSEP DANS Table 3; Alliance for Systems Change/Mid-South Regional Resource Center, 2003 State of the Region Report.

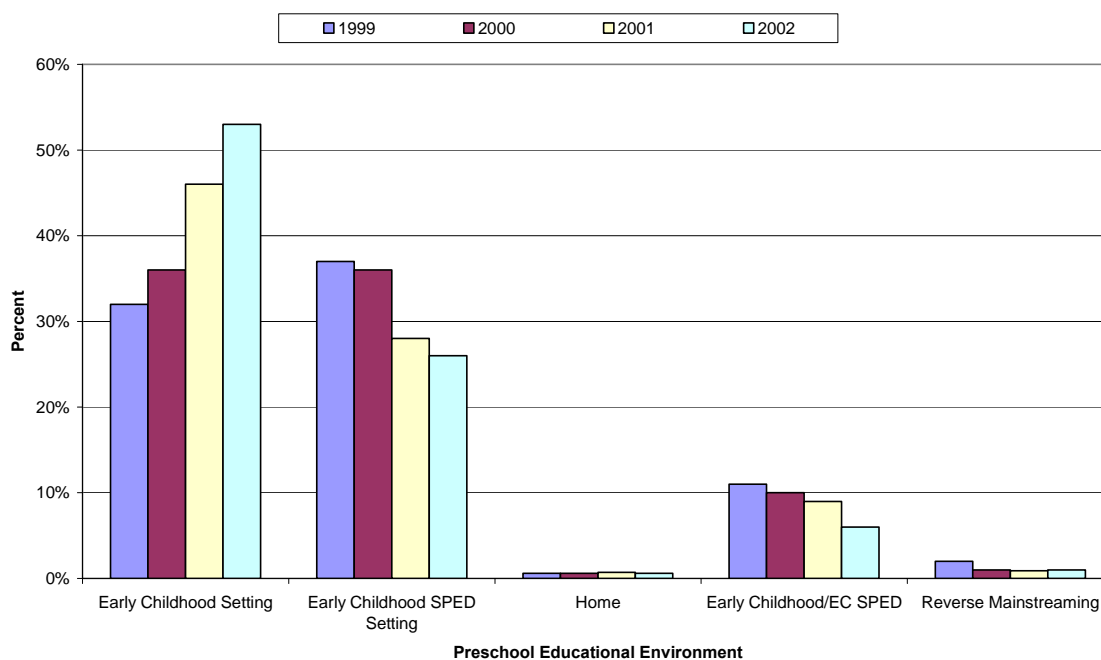
Data in Table 4.40 for 1999-00 and 2000-01, show that Tennessee is:

- slightly below the national average for the percentage of students served Outside the Regular Education Setting less than 21%
- significantly above the national average for the percentage of students served Outside the Regular Education Setting 21-60%
- slightly below the national average for the percentage of students served Outside the Regular Education Setting more than 60%
- significantly below the national average in students served in Separate Public School, Separate Private School, Public Residential, and Private Residential settings
- equal to the national average for students served in Homebound/Hospital

It appears as though many students, who in other states are being served in Separate Public School, Separate Private School, Public Residential, and Private Residential settings, are being served in the Outside the Regular Education Setting 21-60% in Tennessee.

Table 4.41

Percentage of Tennessee Students Ages 3-5 with Disabilities Served in Different Preschool Educational Environments Under IDEA, Part B 1999 through 2002



For Tennessee students ages 3-5 with disabilities served in different preschool educational environments, four-year trend data from Table 4.41 show:

- a significant increase (from 32% to 53%) in the percentage of students served in Early Childhood Settings
- a decreasing trend in placement in Early Childhood Special Education Settings (from 37% to 26%)
- a steady rate of service provision in the Home setting, with less than 1% of students served at home
- a decreasing trend in the placement of students in Early Childhood/Early Childhood Special Education settings (from 11% to 6%)
- no change in the past three years in the number of students being served in Reverse Mainstreamed settings (approximately 1%)

Tennessee students ages 3-5 with disabilities are increasingly being served in the least restrictive environment.

Data from CIMP Monitoring of LEAs for the indicator - General Curriculum Participation – show that of the 43 LEAs monitored in 01-02, 6 required improvement in this area (14 %) and of the 34 LEAs monitored in 02-03, 5 required improvement in this area (15 %). Across the state, Tennessee continues to improve in the education of disabled students with non-disabled peers. This improvement is evident by the low numbers of Program Improvement Plans (PIPs) required to address this area. Numerous State approved inclusion sites are in operation across the state and continue to increase.

Data gathered in the LEA Comprehensive Plan shows that LEAs who participate in system-wide inclusion of children with disabilities is increasing.

School Year	# of LEAs
01-02	40
02-03	47
03-04	77

Targets (Sections 2 and 4)	Explanation of Progress/Slippage For Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
BF.V: Children with disabilities are educated with nondisabled peers to the maximum extent appropriate, including preschool.		
<u>Targets for July 2002-June 2003:</u> 1. <u>CIMP Monitoring of LEAs (Gen. Curriculum):</u> To decrease the number of disabled students in restrictive educational settings. 2. To increase access to general education classes (inclusion).	<u>P/S for July 2002-June 2003:</u> 1. Of the 6 PIPs written in 2001-02, all were initiated &/or satisfactorily completed.	
<u>Projected Targets for July 2003-June 2004:</u> 1. To decrease the number of disabled students in restrictive educational settings. 2. To increase access to general education classes (inclusion).	<u>P/S for July 2003-June 2004:</u> 1. The 5 PIPs written on 02-03 will have progress/slippage determined in Spring '04.	<u>Future Activities & Projected Timelines for July 2003-June 2004:</u> 1(a) Provide immediate TA to LEAs after monitoring when data supports finding. 1(b) In-service/training concerning modifications in the regular classroom for all students. 1(c) Award contracts to LEAs for model demonstration sites using inclusionary methods. 1(d) Continue to fund LRE for LIFE and RISE to work with school systems, children, and parents in the least restrictive environment. 2(a) Review LEA data & rank LEAs per most restrictive settings. 2(b) Provide LEAs TA on request. <u>Resources</u> CIMP monitoring documents LEA Comprehensive Plan Management & Compliance Consultants

BF.VI There is improvement in the areas of early language/communication, pre-reading, and social-emotional skills of preschool children with disabilities receiving special education and related services.

1. Baseline/Trend Data for BF.VI: (for reporting period July 1, 2002 – June 30, 2003)

Tennessee does not have any data collected in this area. Options for determining what data should be collected and how to do so will be reviewed with plans for collection to be developed.

Targets (Sections 2 and 4)	Explanation of Progress/Slippage For Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
BF.VI There is improvement in the areas of early language/communication, pre-reading, and social-emotional skills of preschool children with disabilities receiving special education and related services.		
<u>Targets for July 2002-June 2003:</u> No target established for this performance indicator since it was not identified previously as an area to target.	<u>P/S for July 2002-June 2003:</u> No data available. TN will review data needs and options for obtaining data.	
<u>Projected Targets for July 2003-June 2004:</u> Determine needs and the appropriate method to obtain data.	<u>P/S for July 2003-June 2004:</u> No data available. TN will review data needs and options for obtaining data.	<u>Future Activities and Projected Timelines for July 2003-June 2004:</u> 1. Obtain greater clarification of data element. 2. Explore data options by June 2004. 3. Develop preliminary plans for collection of data. <u>Resources</u> TN SSMS TN Steering Committee Part C & EC Consultants TA from OSEP

1. Baseline/Trend Data & Analysis: (for reporting period July 1, 2002 through June 30, 2003.)

(a) Data gathered through monitoring and statewide assessments will be reviewed to determine appropriateness of assessment and accommodations. 2% of the special education students in grades 3, 5 and 8 were reported to access specialized accommodations for the TCAP Achievement Assessment administered in March of 2003. The number of students reported to access appropriate accommodations during the statewide assessment is significantly below the expected rate for the 2002-2003 school year. (Note: *Accommodations Instructions* and *Accommodations Addendums* are located on the Special Education website located at <http://www.state.tn.us/education/speced/seassessment/>.)

(b) Specialized accommodations for the TCAP Gateway Mathematics were accessed by 17% of students with IEPs in 10th grade and by 49% of students participating in 10th grade Gateway Reading/Language Arts.

(c) A focused monitoring in the largest LEA in the state (2002-2003) indicated many students were inappropriately identified for participation in the alternate assessment. (Note: *Participation Guidelines for the Alternate Assessment* are located on Special Education website located at <http://www.state.tn.us/education/speced/seassessment/>.)

Targets (Sections 2 and 4)	Explanation of Progress/Slippage for Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
BF.VII Students participating in all regular & alternate		

assessments on statewide & District levels will be appropriately identified, assessed and provided with appropriate accommodations for that assessment.		
<p><u>Targets for July 2002—June 2003</u></p> <p>(1) Increase the number of special education students assessed with appropriate accommodations on the statewide and district assessments.</p> <p>(2) Provide training for Assessment Accommodations, and decision-making and usage.</p> <p>(3) Monitoring will target LEAs and provide technical assistance where students are not being appropriately identified for the alternate assessment.</p>	<p><u>P/S for July 2002—June 2003</u></p> <p>For PT items (1) & (2)</p> <ul style="list-style-type: none"> • Lack of communication from special education directors to teachers and school administrators, on the guidelines for availability, identification, and appropriate use of both allowable and specialized accommodations. • Need for special education training for appropriate accommodations used in the classroom that are appropriate for statewide assessments. <p>For Projected Target Item (3)</p> <ul style="list-style-type: none"> • Need for additional training provided for school administrators for identification of students who meet participation guidelines for the alternate assessment. 	<p><u>Projected Activities for July 2002—June 2003</u></p> <p>For PT items (1) & (2)</p> <ul style="list-style-type: none"> • Training provided at State Conferences and Workshops (2002-2003)—Divisions of Special Education and Evaluation & Assessment. • Additional training of accommodations provided to LEAs upon request (2002-2003)—Divisions of Special Education and Evaluation & Assessment. • Ongoing Technical Assistance by phone and email (2002-2003)—Divisions of Special Education and Evaluation & Assessment. • Continuous review, evaluation, and determination of appropriate accommodations for SWDs and disseminate information via email, US Mail, and on internet (2003-2004)—Divisions of Special Education and Evaluation & Assessment. <p>For Projected Target Item (3)</p> <ul style="list-style-type: none"> • Monitoring will target LEAs and provide technical assistance where students are not being appropriately identified for the alternate assessment (2002-2003)—Division of Special Education. • Statewide training for development of TCAP-Alt Portfolios provided at 9 sites (September/October 2002 and January/February 2003)—Division of Special Education. • Training provided at State Conferences and Workshops (2002-2003)—Division of Special Education.

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		<ul style="list-style-type: none"> Ongoing Technical Assistance by phone and email (2002-2003)—Division of Special Education. Dissiminate portfolio development information via email, US Mail, and on internet (2002-2003)—Division of Special Education.
<u>Targets for July 2003—June 2004</u> <p>(1) Increase the number of special education students assessed with appropriate accommodations on the statewide and district assessments.</p> <p>(2) Provide training for Assessment Accommodations, and decision-making and usage, and extend to include key personnel in general education, as well as special education.</p> <p>(3) Monitoring will target LEAs and provide technical assistance where students are not being appropriately identified for the alternate assessment.</p>	<u>P/S for July 2003—June 2004</u> <p>For PT items (1) & (2)</p> <ul style="list-style-type: none"> Lack of communication from special education directors and/or district testing coordinators to teachers and school administrators, regarding the guidelines for availability, identification, and appropriate use of both allowable and specialized accommodations. Need for special education training to determine appropriate accommodations used in classroom assessment that are appropriate for statewide assessments. <p>For PT item (3)</p> <ul style="list-style-type: none"> Need for additional training provided for school administrators for identification of students who meet participation guidelines for the alternate assessment. 	<u>Projected Activities for July 2003—June 2004</u> <p>For PT items (1) & (2)</p> <ul style="list-style-type: none"> Training for Assessment Accommodations at 12 sites across the State (September-October 2003)—Divisions of Special Education and Evaluation & Assessment Training provided at State Conferences and Workshops (2003-2004)—Divisions of Special Education and Evaluation & Assessment Additional training of accommodations provided to LEAs upon request (2003-2004)—Divisions of Special Education and Evaluation & Assessment Ongoing Technical Assistance by phone and email (2003-2004)—Divisions of Special Education and Evaluation & Assessment Continuous review, evaluation, and determination of appropriate accommodations for SWDs and disseminate information via email, US Mail, and on internet (2003-2004)—Divisions of Special Education and Evaluation & Assessment. <p>For PT item (3)</p> <ul style="list-style-type: none"> Monitoring will target LEAs and provide technical assistance where students are not being appropriately identified for the alternate assessment (2003-2004)—Division of Special Education

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		<ul style="list-style-type: none"> • Statewide training for development of TCAP-Alt Portfolios provided at 9 sites (September/October 2003 and January/February 2004)—Division of Special Education. • Training provided at State Conferences and Workshops (2003-2004)—Division of Special Education. • Ongoing Technical Assistance by phone and email (2003-2004)—Division of Special Education • Disseminate portfolio development information via email, US Mail, and on internet (2003-2004)—Division of Special Education. • Review, evaluate, and revise Alternate Assessment Guidelines as appropriate with 1% Rule of NCLB (June 2004)—Division of Special Education.
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TCAP ACHIEVEMENT – ACCOMMODATIONS¹

(Addendum to the IEP or 504 Service Plan)

Student's Name _____

(Check One) ☐ IEP / ☐ 504 Plan

Date ____/____/____

Allowable Accommodations

Modified Format Tests			
<input type="checkbox"/> Yes <input type="checkbox"/> No	Braille (with or without audio)	<input type="checkbox"/> Yes <input type="checkbox"/> No	Large Print
Oral Instructions Delivery			
<input type="checkbox"/> Yes <input type="checkbox"/> No	Sign Oral Instructions Verbatim	<input type="checkbox"/> Yes <input type="checkbox"/> No	Re-read/sign Oral Instructions Verbatim (as needed)
Calculator Use			
<input type="checkbox"/> Yes <input type="checkbox"/> No	Allowable on specified subsections only. See <i>Test Administration Manual</i> .		
Flexible Setting			
<input type="checkbox"/> Yes <input type="checkbox"/> No	Individual (student may read silently or aloud)	<input type="checkbox"/> Yes <input type="checkbox"/> No	Other Classroom: _____
<input type="checkbox"/> Yes <input type="checkbox"/> No	Small Group	<input type="checkbox"/> Yes <input type="checkbox"/> No	Home/Out of School (homebound students only)
<input type="checkbox"/> Yes <input type="checkbox"/> No	Study Carrel		
Visual/Tactile Aids			
<input type="checkbox"/> Yes <input type="checkbox"/> No	Magnification Equipment	<input type="checkbox"/> Yes <input type="checkbox"/> No	Templates, Masks, Pointers, Abacus
Auditory Aids			
<input type="checkbox"/> Yes <input type="checkbox"/> No	Amplification	<input type="checkbox"/> Yes <input type="checkbox"/> No	Noise Buffer
Flexible Scheduling			
<input type="checkbox"/> Yes <input type="checkbox"/> No	Flexible Scheduling of Subtests (within allotted time)	<input type="checkbox"/> Yes <input type="checkbox"/> No	Flexible Time of Day
Recording Answers			
<input type="checkbox"/> Yes <input type="checkbox"/> No	Student Marks in Test Booklet	<input type="checkbox"/> Yes <input type="checkbox"/> No	Recorded by Scribe

Special Accommodations

Accommodations	Documentation Verification ²		Required Conditions for Accommodations	Notations
	IEP	504		
B. Extended Time – Visual Impairment	<input type="checkbox"/> Yes <input type="checkbox"/> No		· As indicated on IEP with verified Visual Impairment	· Extended time limits determined by IEP Team. See <i>Teacher's Notes to Braille Edition</i> for guidelines.
C. Read Aloud/Sign – Internal Test Instructions	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	· ≤16 th percentile (84 standard score) on individual standardized reading test (basic reading skills OR reading comprehension – within 2 years of TCAP)	· Flexible Setting (individual or small group) required
D. Read Aloud/Sign – Internal Test Items	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Test _____ Date _____ Percentile _____ and/or · Visual and/or Hearing Impairment	· IEP: Accommodation D allowed for Reading/Language Arts, Language Mechanics, Spelling, Vocabulary or Word Analysis if accommodation is appropriate and used consistently throughout instruction. · 504: Accommodation D not allowed for Reading/Language Arts, Language Mechanics, Spelling, Vocabulary or Word Analysis
E. Calculator	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	· ≤16 th percentile (84 standard score) on individual standardized computation test (within 2 years of TCAP) Test _____ Date: _____ Percentile _____	· Flexible Setting (individual or small group) required · Allowable Accommodation for all students – specified subsections · Record IEP documentation if LEA does not allow calculators as an Allowable Accommodation
F. Talking OR Electronic Device with Braille Display	<input type="checkbox"/> Yes <input type="checkbox"/> No		· As indicated on IEP – Visual Impairment – calculator must be utilized 100% of the time in ALL mathematics and · Will be necessary for post-school success	· Flexible Setting (individual or small group) required · May be used on ALL math tests
I. Student Reads Items into Auditory Recorder and Plays Back Immediately for Comprehension	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	· IEP or 504 Plan where accommodation is used consistently throughout student's educational program	· See <i>Test Administration Manual</i> for directions and special handling instructions. · Extended time limits determined by IEP Team or 504 Review Committee · Flexible Setting (individual) required

Accommodations Addendum - Achievement

¹ Accommodations used must be marked on the answer document.

² All Special Accommodations must be documented on the IEP or the 504 Plan and used consistently in the classroom. Attach the Addendum to the IEP or 504 Plan, as appropriate.

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TCAP WRITING – ACCOMMODATIONS¹
 (Addendum to the IEP or 504 Service Plan)

Student's Name _____

(Check One) ☐ IEP / ☐ 504 Plan

Date _____

Allowable Accommodations

Modified Test Format			
<input type="checkbox"/> Yes <input type="checkbox"/> No	Braille	<input type="checkbox"/> Yes <input type="checkbox"/> No	Large Print
Oral Instructions Delivery			
<input type="checkbox"/> Yes <input type="checkbox"/> No	Sign Oral Instructions Verbatim	<input type="checkbox"/> Yes <input type="checkbox"/> No	Re-read/sign Oral Instructions and Prompt Verbatim (as needed)
Flexible Setting			
<input type="checkbox"/> Yes <input type="checkbox"/> No	Individual (student may read silently or aloud)	<input type="checkbox"/> Yes <input type="checkbox"/> No	Other Classroom: _____
<input type="checkbox"/> Yes <input type="checkbox"/> No	Small Group	<input type="checkbox"/> Yes <input type="checkbox"/> No	Home/Out of School (homebound students only)
<input type="checkbox"/> Yes <input type="checkbox"/> No	Study Carrel		
Visual/Tactile Aids			
<input type="checkbox"/> Yes <input type="checkbox"/> No	Magnification Equipment	<input type="checkbox"/> Yes <input type="checkbox"/> No	Templates, Masks, Pointers, Abacus
Auditory Aids			
<input type="checkbox"/> Yes <input type="checkbox"/> No	Amplification	<input type="checkbox"/> Yes <input type="checkbox"/> No	Noise Buffer
Flexible Scheduling			
<input type="checkbox"/> Yes <input type="checkbox"/> No	Flexible Time of Day		

Special Accommodations

Accommodations	Documentation Verification ²		Required Conditions for Accommodations	Notations
	IEP	504		
1. Extended Time – Fine Motor	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	· IEP or 504 Plan Fine-Motor Goal verified	· Extended time limits determined by IEP Team or 504 Review Committee
3. Extended Time – Visual Impairment	<input type="checkbox"/> Yes <input type="checkbox"/> No		· As indicated on IEP with verified Visual Impairment	· See <i>Test Administration Manual</i> for extended time limits
3. Word Processor with or without Talk-Text Technology	<input type="checkbox"/> Yes <input type="checkbox"/> No		· IEP goal in writing where technology is used consistently throughout general education curriculum (grammar, spell-check, and thesaurus not allowed) · Technology used as accommodation is necessary for post-school success	· Flexible Scheduling required · Flexible Setting required
4. Scribe	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	· As indicated on IEP or 504 Plan where used consistently in educational program or · Due to short-term physical inability to write	· See <i>Test Administration Manual</i> for directions and extended time limits · Flexible Setting (individual) required
· Student Reads Items into Auditory Recorder and Plays Back Immediately for Comprehension	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	· IEP or 504 Plan where accommodation is used consistently throughout student's educational program	· No extended time · See <i>Test Administration Manual</i> for directions and special handling instructions · Flexible Setting (individual) required

Accommodations Addendum - Writing

¹ Accommodations used must be marked on the answer document.

² All Special Accommodations must be documented on the IEP or the 504 Plan and used consistently in the classroom. Attach the Addendum to the IEP or 504 Plan, as appropriate.

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TCAP COMPETENCY – ACCOMMODATIONS¹
 (Addendum to the IEP or 504 Service Plan)

Student's Name _____

(Check One) ☐ IEP / ☐ 504 Plan

Date _____

Allowable Accommodations

Modified Format Tests			
<input type="checkbox"/> Yes <input type="checkbox"/> No	Braille (with or without audio)	<input type="checkbox"/> Yes <input type="checkbox"/> No	Large Print
Oral Instructions Delivery			
<input type="checkbox"/> Yes <input type="checkbox"/> No	Sign Oral Instructions Verbatim	<input type="checkbox"/> Yes <input type="checkbox"/> No	Re-read/sign Oral Instructions Verbatim (as needed)
Flexible Setting			
<input type="checkbox"/> Yes <input type="checkbox"/> No	Individual (student may read silently or aloud)	<input type="checkbox"/> Yes <input type="checkbox"/> No	Other Classroom: _____
<input type="checkbox"/> Yes <input type="checkbox"/> No	Small Group	<input type="checkbox"/> Yes <input type="checkbox"/> No	Home/Out of School (homebound students only)
<input type="checkbox"/> Yes <input type="checkbox"/> No	Study Carrel		
Visual/Tactile Aids			
<input type="checkbox"/> Yes <input type="checkbox"/> No	Magnification Equipment	<input type="checkbox"/> Yes <input type="checkbox"/> No	Templates, Masks, Pointers, Abacus
Auditory Aids			
<input type="checkbox"/> Yes <input type="checkbox"/> No	Amplification	<input type="checkbox"/> Yes <input type="checkbox"/> No	Noise Buffer
Flexible Scheduling			
<input type="checkbox"/> Yes <input type="checkbox"/> No	Flexible Scheduling of Tests (within allotted time)	<input type="checkbox"/> Yes <input type="checkbox"/> No	Flexible Time of Day
Recording Answers			
<input type="checkbox"/> Yes <input type="checkbox"/> No	Student Marks in Test Booklet	<input type="checkbox"/> Yes <input type="checkbox"/> No	Recorded by Scribe

Special Accommodations

Accommodations	Documentation Verification ²		Required Conditions for Accommodations	Notations
	IEP	504		
Read Aloud/Sign – Internal Test Instructions (Includes Audio for Competency Tests)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	· ≤16 th percentile (84 standard score) on individual standardized reading test (basic reading skills OR reading comprehension – within 2 years of TCAP) Test _____ Date _____ Percentile _____	· Flexible Setting (individual or small group)
Read Aloud/Sign – Internal Test Items (Includes Audio for Competency Tests)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	· _____ and/or · Visual and/or Hearing Impairment	· Flexible Setting (individual or small group)
Calculator	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	· ≤16 th percentile (84 standard score) on individual standardized calculations test (within 2 years of TCAP) Test _____ Date: _____ Percentile _____	· See <i>Test Administration Manual</i> for s
Talking OR Electronic Device with Braille Display	<input type="checkbox"/> Yes <input type="checkbox"/> No		· As indicated on IEP – Visual Impairment – calculator must be utilized 100% of the time in ALL mathematics and · Will be necessary for post-school success	· ALL math items
Student Reads Items into Auditory Recorder and Plays Back Immediately for Comprehension	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	· IEP or 504 Plan where accommodation is used consistently throughout student's educational program	· See <i>Test Administration Manual</i> for d special handling instructions · Flexible Setting (individual) required

Accommodations Addendum

¹Accommodations used must be marked on the answer document.

²All Special Accommodations must be documented on the IEP or the 504 Plan and used consistently in the classroom. Attach the Addendum to the IEP or 504 Plan, as appropriate

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TCAP END-OF-COURSE (EOC) AND GATEWAY – ACCOMMODATIONS¹
 (Addendum to the IEP or 504 Service Plan)

Student's Name _____ (Check One) ☐ IEP / ☐ 504 Plan Date ____/____/____

Allowable Accommodations

Modified Format Tests			
<input type="checkbox"/> Yes <input type="checkbox"/> No	Braille (with or without audio)	<input type="checkbox"/> Yes <input type="checkbox"/> No	Large Print
Oral Instructions Delivery			
<input type="checkbox"/> Yes <input type="checkbox"/> No	Sign Oral Instructions Verbatim	<input type="checkbox"/> Yes <input type="checkbox"/> No	Re-read/sign Oral Instructions Verbatim (as needed)
Calculator Use			
<input type="checkbox"/> Yes <input type="checkbox"/> No	Gateway and EOC Math Tests – See <i>Test Administration Manual</i> for calculator restrictions		
Flexible Setting			
<input type="checkbox"/> Yes <input type="checkbox"/> No	Individual (student may read silently or aloud)	<input type="checkbox"/> Yes <input type="checkbox"/> No	Other Classroom: _____
<input type="checkbox"/> Yes <input type="checkbox"/> No	Small Group	<input type="checkbox"/> Yes <input type="checkbox"/> No	Home/Out of School (homebound students only)
<input type="checkbox"/> Yes <input type="checkbox"/> No	Study Carrel		
Visual/Tactile Aids			
<input type="checkbox"/> Yes <input type="checkbox"/> No	Magnification Equipment	<input type="checkbox"/> Yes <input type="checkbox"/> No	Templates, Masks, Pointers, Abacus
Auditory Aids			
<input type="checkbox"/> Yes <input type="checkbox"/> No	Amplification	<input type="checkbox"/> Yes <input type="checkbox"/> No	Noise Buffer
Flexible Scheduling			
<input type="checkbox"/> Yes <input type="checkbox"/> No	Flexible Scheduling of Tests (within allotted time)	<input type="checkbox"/> Yes <input type="checkbox"/> No	Flexible Time of Day
Recording Answers			
<input type="checkbox"/> Yes <input type="checkbox"/> No	Student Marks in Test Booklet	<input type="checkbox"/> Yes <input type="checkbox"/> No	Recorded by Scribe

Special Accommodations

Accommodations	Documentation Verification ¹		Required Conditions for Accommodations	Notations
	IEP	504		
B. Extended Time – Visual Impairment	<input type="checkbox"/> Yes <input type="checkbox"/> No		· As indicated on IEP with verified Visual Impairment	· EOC – Extended time limits determined by IEP Team · Gateway – Not applicable
C. Read Aloud/Sign – Internal Test Instructions	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	· ≤16 th percentile (84 standard score) on individual standardized reading test (basic reading skills OR reading comprehension – within 2 years of TCAP) Test _____ Date _____ Percentile _____ and/or · Visual and/or Hearing Impairment	· Flexible setting (individual or small group) required
D. Read Aloud/Sign – Internal Test Items	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No		· IEP: Accommodation D allowed for EOC English I or Gateway Language Arts if accommodation is appropriate and used consistently throughout instruction. · 504: Accommodation D not allowed for EOC English I or Gateway Language Arts · Flexible setting (individual or small group)
E. Calculator	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	· ≤16 th percentile (84 standard score) on individual standardized calculations Test (within 2 years of TCAP) Test _____ Date _____ Percentile _____	· See <i>Test Administration Manual</i> for calculator restrictions · Record IEP documentation if LEA does not allow calculators as an Allowable Accommodation
F. Talking OR Electronic Device with Braille Display	<input type="checkbox"/> Yes <input type="checkbox"/> No		· As indicated on IEP – Visual Impairment – calculator must be utilized 100% of the time in ALL mathematics and · Will be necessary for post-school success	· Flexible Setting · See <i>Test Administration Manual</i> for calculator restrictions
I. Student Reads Items into Auditory Recorder and Plays Back Immediately for Comprehension	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	· IEP or 504 Plan where accommodation is used consistently throughout student's educational program	· EOC – See <i>Test Administration Manual</i> directions and special handling instructions. Extended time limits determined by IEP Team or 504 Review Committee · Gateway – See <i>Test Administration Manual</i> for directions and special handling instructions · Flexible Setting (individual) required

03TCAP Accommodations Instructions

Department of Education

Accommodations used must be marked on the answer document.

All Special Accommodations must be documented on the IEP or the 504 Plan and used consistently in the classroom. Attach the Addendum to the IEP or 504 Plan, as appropriate.

Accommodations Addendum – EOC and Gateway

INSTRUCTIONS FOR THE TCAP ACCOMMODATIONS

These instructions have been developed as a guide for Individual Education Team (IEP) Teams and 504 Review Committees when considering a student's involvement in statewide and district mandated large-scale assessments.

Section 504 of the Rehabilitation Act of 1973 and Title II of the American Disabilities Act of 1990 (ADA) provide that: *“No otherwise qualified individual with handicaps in the United States...shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”* The 1997 Reauthorization of the Individuals with Disabilities Education Act (IDEA '97) states that all students with disabilities must be included in state, regional, and district large-scale assessments, with results from assessments reported and findings aggregated with the total school population. In addition, No Child Left Behind (NCLB '01) requires participation of all students in statewide assessments. This means there can be no exemptions from State Mandated Assessments. The Tennessee Comprehensive Assessment Program (TCAP) includes the following assessments:

TCAP Assessment	Grades Assessed
Achievement	3, 4, 5, 6, 7, 8
Writing	5, 8, 11
Competency (required for students who entered high school prior to Fall of 2001) Mathematics English/Language Arts	9, 10, 11, 12
Gateway Assessments (required for students entering high school Fall of 2001 and thereafter) Gateway Mathematics Gateway Language Arts Gateway Science	Not grade specific (Taken at completion of related courses)
End-of-Course (EOC) Tests	Not grade specific (Taken at completion of specified courses)

NOTE: If a system chooses to administer a non-mandated, system-wide assessment, appropriate procedure would be to implement the applicable Special Accommodations.

For students eligible for special education services, the IEP Team members develop an IEP. For students with 504 Service Plans, the 504 Review Committee determines needed accommodations. There are two types of accommodations, Allowable and Special.

All students may use **Allowable Accommodations**. **Special Accommodations** (previously known as Special Conditions Accommodations) may be used if the student meets required conditions. Conditions are documented in the IEP or 504 Service Plan and verified according to the student's specific impairment or through individualized assessment showing the severity of the disability. If the required condition is not met, the student may not use the Special Accommodation.

All Special Accommodations used must be appropriate and documented on the IEP or 504 Service Plan as a classroom accommodation that has been used consistently during the school year. If the student has not been receiving special education or 504 services during the school year prior to the TCAP Assessment, the IEP Team or 504 Review Committee must attach documentation showing this accommodation was implemented within the regular classroom as an intervention. If an accommodation is discussed at the IEP or 504 Service Plan Meeting, but has not been used in the student's program to the extent that the student is proficient with the accommodation, the accommodation may not be used. Research indicates the student will not perform any better, and in some cases not as well, if the student has not been using the same accommodation on a consistent basis over a period of time across appropriate areas of the curriculum.

Special education personnel are responsible for administering Special Accommodations to special education students. Special education personnel **are not** responsible for administering Allowable Accommodations to students without disabilities.

Students with IEPs or 504 Service Plans may take the TCAP Assessments using no accommodations, Allowable Accommodations and/or Special Accommodations.

IEP Teams must complete the ***State/District-Mandated Assessments*** section of the IEP (shown below) and attach the Accommodations Addendum for each TCAP Assessment that will be administered to the student during the school year. 504 Review Committees should attach each assessment's Accommodations Addendum to the student's 504 Service Plan.

State/District Mandated Assessments: (Check either Number 1 or Number 2. When utilizing accommodations the appropriate addendum must be attached to this IEP.)			
1. ___ Student will participate in the following State/district mandated assessment(s):			
<div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> Achievement <input type="checkbox"/> Competency <input type="checkbox"/> EOC <input type="checkbox"/> Gateway <input type="checkbox"/> Writing </div>			
<u>Gateway Tests</u> <u>Score / Date Passed</u>		<u>Competency Tests</u> <u>Score / Date Passed</u>	
<input type="checkbox"/> Mathematics	___ / ___	<input type="checkbox"/> Mathematics	___ / ___
<input type="checkbox"/> Language Arts	___ / ___	<input type="checkbox"/> Language Arts	___ / ___
<input type="checkbox"/> Science	___ / ___		
<u>End-of-Course Test(s):</u>			
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	
<input type="checkbox"/> District Assessment: _____			
(Check A, B, and/or C to indicate accommodations to be provided).			
<input type="checkbox"/> A. No Accommodations			
<input type="checkbox"/> B. Allowable Accommodations		<input type="checkbox"/> Yes <input type="checkbox"/> No – Accommodations Addendum(s) Attached	
<input type="checkbox"/> C. Special Accommodations			
2. ___ Student will participate in the TCAP Alternate Assessment (TCAP-Alt).			
<input type="checkbox"/> Yes <input type="checkbox"/> No – TCAP-Alt Participation Addendum Attached			

COMPLETING THE STATE/DISTRICT-MANDATED ASSESSMENTS SECTION OF THE IEP**1) ___ Student will participate in the following State/district mandated assessment(s):**

Check #1 if the student is participating in any of the statewide or district assessments.

☐ Achievement ☐ Competency Tests ☐ EOC Tests ☐ Gateway Tests ☐ Writing

Check box(es) next to the TCAP assessments in which the student will participate.

<u>Gateway Tests</u>	<u>Score / Date Passed</u>	<u>Competency Tests</u>	<u>Score / Date Passed</u>
<input type="checkbox"/> Mathematics	____ / ____	<input type="checkbox"/> Mathematics	____ / ____
<input type="checkbox"/> Language Arts	____ / ____	<input type="checkbox"/> Language Arts	____ / ____
<input type="checkbox"/> Science	____ / ____		

Indicate under the student's required graduation tests (Gateway or Competency) whether the student will participate in the mathematics, language arts or science tests. Record the student's most recent score and date the student passed each test, when applicable.

End-of-Course Test(s):

☐ _____ ☐ _____ ☐

☐ _____ ☐ _____ ☐

EOC tests are currently taken at the completion of English I and Math Foundations II. US History and Physical Science will be field tested in Spring 2004. Write the applicable course(s) in which the student will participate this year and check the box next to that course.

☐ **District Assessment:** _____

Check if the student will participate in district-wide assessment this year. Write the name of the assessment on the line provided.

☐ **A. No Accommodations**

☐ **B. Allowable Accommodations**

☐ **C. Special Accommodations**

Check boxes A, B and/or C to indicate accommodations being provided. If an accommodation is not used through the student's education program, do not use the accommodation during the assessment.

☐ **Yes** ☐ **No – Accommodations Addendum(s) Attached**

Check 'Yes' or 'No' to document if the completed accommodations addendum has been attached to the IEP.

2) ___ Student will participate in the TCAP-Alternate Assessment (TCAP-Alt):

Check #2 if the student meets participation criteria for the Tennessee Comprehensive Assessment Program-Alternate (TCAP-Alt). If the student meets criteria for the TCAP-Alt, the TCAP-Alt Participation Addendum must be completed by the IEP Team and attached to the IEP.

☐ Yes ☐ No – TCAP-Alt Participation Addendum(s) Attached

Check ‘Yes’ or ‘No’ to document if the completed TCAP-Alt Participation Addendum has been attached to the IEP.

COMPLETING THE ACCOMMODATIONS ADDENDUMS

Addendums are provided for each of the TCAP assessments – Achievement, Competency, EOC, Gateway, and Writing. Each addendum outlines both Allowable and Special Accommodations available for the specific assessment. After the IEP Team or 504 Review Committee determines all assessments in which the student will participate throughout the school year, considerations are given to the appropriate available accommodations that the student will use. An addendum for each assessment in which the student will participate must be completed.

The IEP Team or 504 Review Committee will check the box on the Accommodation Addendum(s) to indicate whether the student is receiving services through special education or Section 504. The date the addendum is completed and name of the student should be entered in the spaces provided.

The “Allowable Accommodations” table on each page lists the Allowable Accommodations available for that assessment. The IEP Team or 504 Review Committee will consider each of these accommodations as it relates to the student’s educational program. Check ‘Yes’ or ‘No’ next to each accommodation that is to be used on the assessment.

The “Special Accommodations” table on each page lists the Special Accommodations available for that assessment. The “Accommodations” column describes the accommodation and provides the corresponding letter to be coded on the assessment answer document. The “Documentation Verification” column records the consistent use of that accommodation within the student’s general education program. Note that some accommodations available to students receiving special education services may not be extended to those students with services under Section 504. When accommodations are not available to students with 504 plans, the boxes have been darkened. If an accommodation is to be used for the assessment, check ‘Yes’ or ‘No’ in the corresponding box to document consistent use of that accommodation in the classroom.

The “Required Conditions for Accommodations” column defines the required conditions for each accommodation for each TCAP assessment. A student must meet the requirements for that accommodation before it may be used. Required conditions for accommodations C, D and E must be documented on the spaces provided in this column.

The “Notations” column provides additional information applicable to each accommodation. This may include considerations such as extended time limits, directions for accommodation usage, when the accommodation may or may not be used, or Allowable Accommodations including flexible scheduling and flexible setting needed for implementation.

ALLOWABLE ACCOMMODATIONS

Any departure from standardized test procedures can potentially invalidate the test results. The test validity is seriously threatened by modifications that change the nature of the task being tested. TCAP assessment Allowable Accommodations are specifically defined as follows.

- **Modified Format Tests:** This refers to Large Print and Braille tests. Any modified format test must be requested in advance. Large Print and Braille tests may have special administration instructions because the test may vary from the standard print test. When administering the Achievement Test, refer to the "Teacher's Notes to Braille Edition" for directions (including standardized time limits for the Braille version of the Achievement Test). The Braille version of the TCAP Achievement Test may be taken with or without the accompanying audio tape. "Readers" for illustrations and graphs are also permitted with the Braille and Large-Print versions of the TCAP assessments. Students using "Readers" must have Visual Impairment verified on the IEP. Extended time for students using Large-Print tests is not permitted unless required conditions for Special Accommodation B are met.
- **Oral Instructions Delivery:** Directions normally read aloud to students may be signed verbatim for students with hearing impairments. Only spoken portions of the directions may be signed. This includes prompts for the Writing Assessment.

Directions normally read aloud or signed to students may be re-read/signed verbatim as needed. This includes prompts for the Writing Assessment.

- **Calculator:** A calculator may be used for test items that do not measure the academic skill of computation, e.g. applied concepts and algebraic problems, and is permitted on all TCAP Achievement, EOC and Gateway Tests. Therefore, calculator use is not considered a Special Accommodation. If the school system does not permit this Allowable Accommodation, the IEP Team or 504 Review Committee should document the use of a calculator as a Special Accommodation. See *Test Administration Manual* for selected subtests and calculator restrictions.
- **Flexible Setting:** Students may take TCAP assessments in an individual or small group setting, seated in a designated area of the room, in a study carrel or in another classroom setting (i.e., special education classroom). Homebound students may take the test at home or another approved location with appropriate documentation.
- **Visual/Tactile Aids:** Aids may include magnifying devices, use of templates to reduce the amount of visible print on a page, masks, pointers and abacus.
- **Auditory Aids:** Auditory aids include amplification devices and devices that are used as noise buffers.
- **Flexible Scheduling:** TCAP tests or subtests may be given in smaller segments adhering to the allotted time for that test/subtest. Each test/subtest must be taken during the given time allotment as specified in the *Test Administration Manual*. Extended breaks between subtests may also be given to the student. Breaks taken by the student during the testing period must be closely supervised. Achievement and EOC tests are timed and the administration must remain within the overall time allotted. Competency and Gateway Tests are untimed and the student may take as much time as needed to complete the test.

NOTE: Any test/subtest on which flexible scheduling is used must be completed in one school day.

- **Scribe/Recording Answers:** Students who cannot mark their own answer documents may use an impartial Scribe. A Scribe may be used to record responses or to transcribe the student's answers

from a modified answer document or test booklet. Students who cannot utilize the answer document may record directly in the test booklet or on a separate piece of paper. This accommodation may require special return packing procedures. Please contact your System Testing Coordinator for packing instructions. This accommodation is considered a Special Accommodation for the Writing Assessment, and students must meet the required conditions for Special Accommodation H prior to its use.

NOTICE: If Special Accommodations are needed for accommodating a student's disability and do not appear in the Special Accommodations Addendums, contact the Division of Special Education (615) 741-2851 or the Division of Evaluation and Assessment (615) 741-0720 for guidance and further instructions.

SPECIAL ACCOMMODATIONS

Special Accommodations have been established to accommodate disabilities in reading, calculation, sensory (vision/hearing), and physical deficits. These accommodations apply when the severity of the disability causes the student's performance to be an invalid measure of the student's ability. For example, the student's reading level may be significantly below grade level; therefore, knowledge of Social Studies, Science, or Mathematics may be obstructed by the student's inability to read test instructions or test items. On December 9, 2003, the U.S. Department of Education issued final regulations for assessing students with disabilities under the No Child Left Behind Act (NCLB). These regulations allow more flexibility than previous Departmental guidance and contain language directing that IEP teams determine the accommodations necessary to measure the academic achievement of students with disabilities based on accommodations that are *appropriate and consistent with the accommodations used during regular instruction*.

Note: The regulations do not extend use of Accommodation D to reading/language arts tests for students with 504 Service Plans.

The IEP Team or 504 Review Committee must verify through IEP or 504 Service Plan goals that the student meets specific requirements before Special Accommodations may be used. If the required condition is not met, the student may not use the accommodation. Research indicates the student will not perform any better, and in some cases not as well, if the student has not been using the same accommodation on a consistent basis over a period of time across appropriate areas of the curriculum.

Special Accommodations Table

The Special Accommodations Table is shown on the next page. Included in this table are the Special Accommodations available for each TCAP Assessment and the requirements for use of each accommodation.

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2003-2004 SPECIAL ACCOMMODATIONS¹

Accommodations Students may use multiple accommodations if Required Conditions are met.	TCAP Achievement	TCAP Competency	TCAP EOC / Gateway	TCAP Writing	Required Conditions for Accommodations All Special Accommodations <u>must</u> be documented on the IEP or the 504 Service Plan and used consistently in the classroom.
A. Extended Time – Fine Motor	NOT ALLOWED	NOT APPLICABLE – Untimed	EOC – NOT ALLOWED Gateway – NOT APPLICABLE – Untimed	Extended time limits determined by IEP Team or 504 Review Committee	· IEP or 504 Plan Fine-Motor Goal Verified
B. Extended Time – Visual Impairment	Extended time limits determined by IEP Team	NOT APPLICABLE – Untimed	EOC – Extended time limits determined by IEP Team Gateway – NOT APPLICABLE – Untimed	Extended time determined by IEP Team	· As indicated on IEP with Verified Visual Impairment
C. Read Aloud/Sign Internal Test Instructions	See <i>Test Administration Manual</i> for directions	May read aloud or use Audio only or Audio with test booklet	See <i>Test Administration Manual</i> for directions	NOT APPLICABLE – No internal test items	· ≤16 th Percentile (84 Standard Score) on Individual Standardized Reading Test (Basic Reading Skills <i>OR</i> Reading Comprehension – within 2 years of TCAP) <i>and/or</i> · Visual and/or Hearing Impairment
D. Read Aloud/Sign Internal Test Items	504 Service Plan - See <i>Test Administration Manual</i> for allowable subtests IEPs ONLY – May be used for all subtests, including Reading/Language Arts, Word Analysis, Language Mechanics, Spelling and Vocabulary	May read aloud or use Audio only or Audio with test booklet	504 Service Plan - See <i>Test Administration Manual</i> for allowable tests IEPs ONLY – May be used for all EOC and Gateway Tests, including EOC English I and Gateway Language Arts	Allowable Accommodation for all students	· ≤16 th Percentile (84 Standard Score) on Individual Standardized Reading Test (Basic Reading Skills <i>OR</i> Reading Comprehension – within 2 years of TCAP) <i>and/or</i> · Visual and/or Hearing Impairment
E. Calculator	Document as a Special Accommodation when LEA does not allow calculators as Allowable Accommodation See <i>Test Administration Manual</i> for specified subsections	See <i>Test Administration Manual</i> for selected items	Document as a Special Accommodation when LEA does not allow calculators as Allowable Accommodation See <i>Test Administration Manual</i> for calculator restrictions	NOT APPLICABLE – No calculations	· ≤16 th Percentile (84 Standard Score) on Individual Standardized Computation Test (within 2 years of TCAP)
F. Talking or Electronic Device with Braille Display	Applicable for all math subtests	Applicable for Math Competency	Applicable for all math tests See <i>Test Administration Manual</i> for directions and calculator restrictions	NOT APPLICABLE – No calculations	· <i>As indicated on IEP – Visual Impairment – calculator must be utilized 100% in ALL mathematics and</i> · Will be necessary for post-school success
G. Word Processor with or without Talk-Text Technology	NOT APPLICABLE – see Scribe below	NOT APPLICABLE – see Scribe below	NOT APPLICABLE – see Scribe below	See <i>Test Administration Manual</i> for directions	· IEP goal in writing where technology is used consistently throughout educational program (grammar, spell-check, and thesaurus not allowed) · Technology used as accommodation is necessary for post-school success
H. Scribe/Recording Answers	Allowable Accommodation for all students	Allowable Accommodation for all students	Allowable Accommodation for all students	See <i>Test Administration Manual</i> for directions Extended time limits determined by IEP Team or 504 Review Committee	· As indicated on IEP or 504 Service Plan where used consistently in educational program <i>or</i> · Due to short-term physical inability to write
I. Student Reads Items into Auditory Recorder and Plays Back Immediately for Comprehension	See <i>Test Administration Manual</i> for directions and special handling instructions Extended time limits determined by IEP Team or 504 Review Committee May be used for all subtests	Untimed See <i>Test Administration Manual</i> for directions and special handling instructions May be used for both tests	EOC – See <i>Test Administration Manual</i> for directions and special handling instructions. Extended time limits determined by IEP Team or 504 Review Committee. May be used for all tests Gateway – Untimed – See <i>Test Administration Manual</i> for directions and special handling instructions May be used for all tests	No extended time limits See <i>Test Administration Manual</i> for directions and special handling instructions	· IEP or 504 Service Plan where this accommodation is used consistently throughout the student's educational program

¹Refer to TCAP IEP Addendum grids for individual TCAP Assessments – Achievement, Writing, Competency, End-of-Course and Gateway Assessments – for Special Accommodations applicable to each test.

Column 1 - Special Accommodations

Students may use all test accommodations for which they are eligible. The student answer document displays only Special Accommodations allowed for that assessment. The bold letters corresponding to the accommodation will be provided on the answer document.

Accommodation

- A. Extended Time (fine motor disabilities)
- B. Extended Time (visual impairment)
- C. Read Aloud/Sign Internal Instructions
- D. Read Aloud/Sign Internal Items
- E. Calculator
- F. Talking or Electronic Device with Braille Display
- G. Word Processor
- H. Scribe
- I. Student Reads into Audio Recorder:
Plays Back Immediately to Self

TCAP Assessment

Writing
 Achievement, EOC and Writing
 Achievement, Competency, EOC and Gateway
 Achievement, Competency, EOC and Gateway
 Achievement and Competency
 Achievement, Competency, EOC and Gateway
 Writing
 Writing
 Achievement, Competency, EOC, Gateway and Writing

Columns 2, 3, 4, 5 – TCAP Achievement, TCAP Competency, TCAP EOC and TCAP Gateway, and TCAP Writing

Refer to the appropriate column indicating the TCAP assessment being given to the student's class. Each Special Accommodation is addressed in Columns 2, 3, 4, or 5 in one of three ways:

1. Instructions provided indicate the corresponding Special Accommodation may be used for the assessment when required conditions in Column 6 have been met.
2. "Not Allowed" indicates that the corresponding accommodation is not allowed with and would invalidate results for that TCAP Assessment.
3. "Not Applicable" indicates that the corresponding accommodation does not apply to the specified TCAP Assessment.

Column 6 - Required Conditions for Special Accommodations

Column 6 provides specific requirements for Special Accommodations A – I.

A. Extended Time for students with Fine-Motor IEP Goal Verified

This accommodation may be used for the Writing Assessment only. The amount of extended time must be determined by the student's IEP Team or 504 Review Committee.

B. Extended Time for Students with Visual Impairments

Students taking the Braille versions of the Achievement Test do not mark this accommodation, as extended time limits are incorporated into the Teacher Directions for the Braille Versions. This accommodation may be used with all assessment materials, including Braille, Large Print and regular print tests. This accommodation may be used along with visual aids, such as masks, pointers and templates. Accommodation B applies to students receiving special education services only, and must be documented in the student's IEP. The amount of extended time must be determined by the student's IEP Team. No test should be administered more than 75 minutes without allowing for a 10-minute break.

C. Read Aloud/Sign Internal Test Instructions

Note: The audiotope edition of the TCAP Competency Tests may be utilized for those students requiring accommodations C and D. Use of audiotope is considered a Special Accommodation. Students may use audiotope only or audiotope with the corresponding test booklet, based on the decision of the IEP Team or 504 Review Committee.

The appropriateness of reading accommodations must be verified through individualized assessments given within two years of the TCAP assessment. Special Accommodation C may be used by students scoring at or below the 16th percentile (84 standard score) on an individualized standardized test of reading and/or by students who meet eligibility standards for a Visual and/or Hearing Impairment. Group achievement tests such as the TCAP Achievement, Iowa Test of Basic Skills, or Stanford Achievement Tests are not acceptable measures for determination of the student's achievement level for use of Special Accommodation C.

If the required assessment results are not available within two years of the TCAP Assessment, and the IEP Team or 504 Review Committee agrees this accommodation would be appropriate, it will be necessary to administer the basic reading (word recognition) skills and/or comprehension sections of an individual, standardized achievement test to the student. School systems should refer to the achievement test manual to determine requirements for personnel who are qualified to administer an individual achievement test. Document student scores in the space provided on the Accommodations Addendum.

Eligible students must receive this accommodation under the following conditions:

1. The student must be tested in an isolated area in which students who do not need the accommodation may not hear or see (signing) the test administration. This may be provided in an individual or small group setting with students needing the same accommodation.
2. Internal Test Instructions must be read exactly as they are written in the test book. Any variation from the text will invalidate the test.

D. Read Aloud/Sign Internal Test Items

The appropriateness of reading accommodations must be verified through individualized assessments given within two years of the TCAP assessment. Special Accommodation D may be used by students scoring at or below the 16th percentile (84 standard score) on an individualized standardized test of reading and/or by students who meet eligibility standards for a Visual and/or Hearing Impairment. Group achievement tests such as the TCAP Achievement, Iowa Test of Basic Skills, or Stanford Achievement Tests are not acceptable measures for determination of the student's achievement level for use of Special Accommodation D.

If the required assessment results are not available within two years of the TCAP Assessment, and the IEP Team or 504 Review Committee agrees this accommodation would be appropriate, it will be necessary to administer the basic reading (word recognition) skills and/or comprehension sections of an individual, standardized achievement test to the student. School systems should refer to the achievement test manual to determine requirements for personnel who are qualified to administer an individual achievement test. Document student scores in the space provided on the Accommodations Addendum.

Eligible students must receive this accommodation under the following conditions:

1. The student must be tested in an isolated area in which students who do not need the accommodation may not hear or see (signing) the test administration. This may be provided in an individual or small group setting with students needing the same accommodation.
2. Internal Test Items must be read exactly as they are written in the test book. Any variation from the text will invalidate the test.

The use of Special Accommodation D (Read Aloud/Sign Internal Test Items) on TCAP tests measuring achievement in the areas of reading and language arts may be used by students with an IEP who meet the

requirement of scoring at or below the 16th percentile (84 standard score) on an individualized standardized test of reading and/or by students who meet eligibility standards for a Visual and/or Hearing Impairment. Accommodation D should be appropriate and consistently used during regular instruction, including reading and language arts. These assessments include the Reading/Language Arts portions of the Achievement Test, the Competency Language Arts Test, the Gateway Language Arts Test, and the End-of-Course English I Test.

Note: Regulations under NCLB do not extend use of Accommodation D to tests measuring reading/language arts for students with 504 Service Plans.

E. Calculator – for use on selected math items

The appropriateness of this accommodation must be verified through individualized assessments given within two years of the TCAP assessment. Special Accommodation E may be used by students scoring at or below the 16th percentile (84 standard score) on the computation section of an individual standardized mathematics test. When the individual assessment has not been given and the IEP Team determines this would be an appropriate accommodation, it will be necessary to administer the computation section of an individual, standardized mathematics test to the student. School systems should refer to the achievement test manual to determine requirements for personnel who are qualified to administer an individual achievement test. Document student scores on the space provided on the Accommodations Addendum. Refer to the *Test Administration Manual* for required calculator restrictions. For the Achievement Test, refer to the *Teacher Directions* for approved subtests.

Calculator use is considered a Special Accommodation for the Competency Test. Items addressing calculation, applied mathematics and mathematical concepts are scattered throughout the test, and not clustered in a manner that would facilitate group administration using this accommodation. Careful one-on-one administration of the Mathematics Competency Test is required in order to monitor items that would allow the use of this accommodation. Refer to the *Test Administration Manual* for specified items.

Calculator use is not considered a Special Accommodation for test items that do not measure the academic skill of computation, e.g., applied concepts and algebraic problems, and is permitted on the Achievement, EOC and Gateway Tests. If calculator use is appropriate for the TCAP assessment, and the school system does not permit this as an Allowable Accommodation, the IEP Team or 504 Review Committee should document the calculator as a Special Accommodation. In this case, the use of the calculator in the general education program should be recorded on the IEP or 504 Plan. The use of Calculator as a Special Accommodation is not recorded on the answer document for Achievement, EOC and Gateway Tests since Accommodation E is an Allowable Accommodation for these assessments.

F. Talking Calculator or Electronic Device with Braille Display

Special Accommodation F may be used by students eligible for Special Education with a Visual Impairment when the use of an audible calculator is necessary for everyday calculations and post-school success. This accommodation may be used on all mathematics subtests when the required conditions for this accommodation have been met. Eligible students should receive this accommodation using a talking calculator with earphones. In the event earphones are not available for the talking calculator, the student must be tested in an isolated area.

G. Word Processor with/without Talk-Text Technology

Special Accommodation G is applicable as a Special Accommodation for the Writing Assessment only. It may be used by students with an IEP goal in writing where technology is used consistently throughout the general education program. Technology used as an accommodation must be necessary for everyday communications and post-school success.

Eligible students must receive this accommodation under the following conditions:

1. The student must be tested in an isolated area in which students who do not need the accommodation may not hear or see the technology during the test administration.
2. The test administrator must follow all directions exactly as they are written in the *Test Administration Manual*.
3. Grammar, Spell-Check, and Thesaurus must not be used.
4. Regular time limits must be observed.

H. Scribe/Recording Answers

Accommodation H is considered a Special Accommodation for the Writing Assessment. It is an Allowable Accommodation for the Achievement, Competency, Gateway and EOC tests. Special Accommodation H may be used by students when indicated on the IEP or 504 Service Plan or due to short-term physical inability to write. Extended time limits for the Writing Assessment may be determined by the student's IEP Team or 504 Review Committee.

Eligible students must receive this accommodation under the following conditions:

1. Students using this accommodation should be tested in a quiet room apart from other students to avoid confusion while testing.
2. The Scribe must not correct what the student dictates.
3. The Scribe should remain silent throughout the testing process.
4. The student must dictate his/her essay to the Scribe by spelling out each word, letter-by-letter.
5. The student must dictate all punctuation.
6. The Scribe must not alert the student of mistakes during testing.
7. If the student requests to go back to a certain passage, the Scribe should either show the student the written page or spell back what the student dictated.
8. The essay should be completed on the answer document provided for the Writing Assessment.

I. Student Reads into Auditory Recorder and Plays Back Immediately for Comprehension

Special Accommodation I may be used on all TCAP Assessments by students with an IEP or 504 Service Plan. This accommodation is effective for students when reading fluency is on grade level and difficulty in reading documentation is documented. Special Accommodation I may be useful in situations where Accommodation D is not permitted (i.e., reading/language arts subtests of the Achievement Test and EOC English I and Gateway Language Arts Tests).

Extended time limits may be determined by the student's IEP Team or 504 Review Committee.

Eligible students must receive this accommodation under the following conditions:

1. Ensure that a blank tape is provided to the student.
2. The student must be tested during the same testing session as other students.
3. The student must be tested in an isolated area in which students who do not need the accommodation cannot hear the student's speaking or playback of the tape.
4. Only the student may read into the audio recorder.
5. The student may read only internal test instructions and items into the audio recorder to be played back immediately for response.
6. Student's responses to his/her recording of test items must be marked on the answer document provided for that test. If the student is answering directly in the test booklet, ensure that responses are transcribed onto the answer document.

7. Refer to the *Test Administration Manual* for special instructions for returning the audiotape to the State. Under no circumstances may audiotapes be retained or copied.

Testing Irregularities

It is the responsibility of each school's lead special education teacher or 504 Coordinator, respectively, to confirm that students using Special Accommodations have met the required conditions and that they are documented on the student's IEP or 504 Service Plan. It is the Test Administrator's responsibility to obtain a list of all students using Allowable and/or Special Accommodations and to ensure all accommodations are applied appropriately.

A *Report of Irregularity* should be submitted under the following conditions:

1. A student qualifies for a Special Accommodation, but does not receive it.
2. A student does not qualify for a Special Accommodation, but receives it.
3. A student qualifies for a Special Accommodation, but that accommodation was provided incorrectly.

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TCAP-ALT Participation Guidelines
(Addendum to the IEP)

Student: _____

Date: _____

To participate in the Alternate Assessment, the student shall have a current IEP and documentation to support all of the criteria listed below.

SECTION I

YES	NO	CHECK YES OR NO AND DOCUMENT BELOW
		<p>The student demonstrates cognitive ability and adaptive skills, which prevent full involvement and completion of the state approved content standards even with program modifications.</p> <p>Cognitive Ability Test: _____ Date _____</p> <p>Total Battery Score: _____</p> <p>Highest Component Score _____ Lowest Component Score _____</p> <p>Adaptive Behavior Skills Assessment: _____</p> <p>Total Battery Score: _____</p> <p>Highest Component Score _____ Lowest Component Score _____</p>
		The student requires intensive, frequent individualized instruction in a variety of settings including school, community, home, or the workplace to acquire, maintain, and generalize functional academics and life skills.
		There are historical data (current and longitudinal across multiple settings) that confirm the individual student criteria listed above.
		<p>The following conditions have been ruled out as primary justification for not completing the Tennessee Comprehensive Assessment Program (TCAP), even with extensive accommodations and modifications:</p> <ul style="list-style-type: none"> • excessive or extended absences, • sensory impairments, • emotional-behavioral disabilities, • specific learning disabilities, • language impairment, • limited English proficiency, or • social, cultural, and economic differences.
YES	NO	FOR A STUDENT 14 YEARS OF AGE OR OLDER
		The student is unable to complete a state approved high school diploma program, even with extended learning opportunities and/or accommodations.

If the answer to any Section I question is NO--STOP HERE.
This student does not meet criteria for participation in the Alternate Assessment

If ALL the answers to Section I are YES--PROCEED to Section II.

Student: _____

Date: _____

SECTION II**Guidelines for Determining Participation in TCAP-Alt ASA or TCAP-Alt PA**

YES	NO	<i>Complete the following information when considering TCAP-Alt ASA</i>
		Based on criterion-referenced or norm-referenced assessments, the student's <u>instructional reading level</u> measures at least pre-kindergarten/readiness skills level. • Test: _____ Date _____ • Instructional Reading Level: _____
		The IEP team has determined the student is not expected to experience duress or demonstrate disruptive behaviors under standardized testing conditions.

**IF the answer to both SECTION II questions are YES,
the student may participate in the TCAP-Alt Alternate Standards Assessment (TCAP-ALT ASA) option**

HOWEVER, the IEP team may determine the TCAP-Alt Portfolio Assessment (TCAP-Alt PA) is the more appropriate assessment.

The IEP team has determined that the student will participate in (*check one*):

☐ TCAP-Alt ASA – _____ Grade (See Table 2 [page 14] in Manual)

OR

☐ TCAP-Alt PA (*Check Content Areas for Assessment*)

☐ Reading/Language Arts ☐ Mathematics ☐ Science ☐ Social Studies

-
- ☐ IEP team Members agree that the student meets participation guidelines for the TN Alternate Assessment and will be excluded from the regular state assessment.
- ☐ The student's participation in the TN Alternate Assessment is documented and justified annually on the IEP.
- ☐ Accommodations are documented on the IEP in the Classroom Instruction and Testing Accommodations/Modifications Sections.

IEP TEAM MEMBERS

Signature

Position

_____	_____
_____	_____
_____	_____

Enter the percentage of the total performance goals established for students with disabilities that are consistent with those for nondisabled students. 58 %

Cluster Area V: Secondary Transition

Question: Is the percentage of youth with disabilities participating in post-school activities (e.g., employment, education, etc.) comparable to that of nondisabled youth?

State Goal (for reporting period July 1, 2002 through June 30, 2003):

All high school students will achieve world class standards and leave school prepared for post-secondary education, work & citizenship. *

Key Result Area 3 – High School Education

* Denotes goals that are consistent with the goals and indicators for children who are not identified as having a disability.

Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003):

- ST.I** The percentage of youth with disabilities participating in post-school activities (e.g., employment, education, etc.) is comparable to that of nondisabled youth.
- ST.II** Develop and implement a system to collect, analyze, and report post-school outcome data in order to compare the percentage of youth with disabilities participating in post-school activities with that of nondisabled youth.

1. Baseline/Trend Data and Analysis:

- a. Through LEA Monitoring for appropriate transition planning beginning at age 14 or younger: During the 2001-2002 school year, 22 of 43 LEAs monitored (51%) indicated that improvement was required in participation of disabled students in post school activities in comparison to non-disabled students. During the 2002-2003 school year, 17 or 34 LEAs monitored (50%) indicated that improvement was required in participation of disabled students in post school activities in comparison to that of non-disabled students.
- b. The high percentage of Program Improvement Plans (PIPs) developed during two years of CIMP monitoring indicate that school systems in TN require further development and expansion of “Post School activities” analysis before significant outcome effects will be recognizable .
- c. Currently, the only method for collecting data on exiting students and post-secondary activities tied to transition planning is through information recorded for complaints, mediations and due process hearings. To date, there has been one mediation request reported in three years.
- d. Data from exiting and post secondary students is minimal at this time. A task force should be established to review the various collection efforts that are available.

Targets (Sections 2 and 4)	Explanation of Progress/Slippage For Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
<u>Targets for July 2002-June 2003:</u>	<u>P/S for July 2002-June 2003:</u>	
To increase post school activity	Slippage. Of 22 PIPs written in	

levels of disabled students in the comparison to non-disabled students by 1 to 5% per year.	<p>the 2001-2002 school year, all action steps were initiated.</p> <p>Survey questions for disabled students who have exited high school have been developed. A system of distribution and data collection will be addressed by the task force. A Task force has been identified and has set meeting dates..</p>	
<p><u>Projected Targets for July 2003-June 2004:</u></p> <p>1. To determine what information is required to compare disabled to non-disabled students who have exited high school.</p> <p>2. For CIMP monitoring, to have a system in place for collecting & analyzing data on disabled students and participation levels in post school activities in comparison to non-disabled students by the '04-'05 school year.</p> <p>3. To increase student participation in transition planning through provision of training to students in related classes at the secondary level.</p>	<p><u>July 2003-June 2004:</u></p>	<p><u>Future Activities & Projected Timelines for July 2003-June 2004:</u></p> <p>1. Continue the task force to finalize the Post school student survey for disabled students in order to answer the Cluster question, and determine what other agencies in the state should be involved (representatives from NCLB, Vocational Education, etc.) for the purpose of comparing non-disabled data.</p> <p>2. Develop a process to obtain the data from the Post school student survey (distribution and collection). To be initiated in the 2004-05 SY by TN's LEA/CIMP monitoring staff.</p> <p>3. (a) Continue funding projects such as LRE & RISE (projects that work with children with disabilities within the LEAs on many different issues – one of which is transition).</p> <p>(b) Expand contracts for promising practices dealing with secondary transition. Ongoing.</p> <p>(c) TDOE representatives will join the existing Community of Practice. Fall of 2003-04 SY.</p> <p>All of the above is to be used as a resource by Division staff for ideas, support, analysis, etc. of areas relating to high school transition and exiting.</p>

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		<u>Resources:</u> Work Based Learning School Based Enterprise Job Shadowing Classroom occupational instruction CIMP monitoring data Complaint, Mediation & Due Process data P-16 Contract information
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CONTINUOUS IMPROVEMENT MONITORING PROCESS
ACRONYMS
2002-2003

ADM		Average Daily Membership
BIP		Behavior Intervention Plan
CFR		Code of Federal Regulations
CIMP		Continuous Improvement Monitoring Process
CSPD		Comprehensive System of Personnel Development
DSE		Division of Special Education
ECT		Early Childhood Transition
EOY		End of Year
ESY		Extended School Year
FAPE		Free Appropriate Public Education
FBA		Functional Behavior Assessment
FLRE		Free Appropriate Public Education in the Least Restrictive Environment
GS		General Supervision
GSEG		General Supervision Enhancement Grant
IDEA		Individual with Disabilities Education Act
IEP		Individual Education Program
IFSP		Individual Family Service Plan
LEA		Local Education Agency (i.e. School System)
LRE		Least Restrictive Environment
NCLB		No Child Left Behind
OR		Other Requirements
OSEP		Office of Special Education Programs
Part B		The section of the IDEA that pertains to special education services for children from 3 to 22 years
Part C		The section of the IDEA that pertains to Special Services for children from birth through 2 years
PI		Parent Involvement
PIP		Program Improvement Plan
SEA		State Educational Agency
SIG		State Improvement Grant
SIP		School Improvement Plan
SSMS		State Student Management System

ST		Secondary Transition
TA		Technical Assistance
TCA		Tennessee Code Annotated
TDOE		Tennessee Department of Education
TEIS		Tennessee Early Intervention System
TBD		To Be Determined
TSB		Tennessee School for the Blind
TSD		Tennessee School for the Deaf
WTSD		West Tennessee School for the Deaf